DOCUMENT RESUME

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ABSTRACT

Project Breakthrough, funded under Title III of the 1965 Elementary Secondary Education Act, was conceived to service the Marin City black students in the Tamalpais High School District. This segment numbers about 220 students. The specific objectives were: (1) to significantly increase the black student's confidence in his ability to succeed in school as a means of personal and social growth and achievement; and (2) to provide black community environmental support for the student on his part to educational success by development within the black community an attitude which understands, values, supports, and participates in the total schooling process. The program, since its inception, has been student oriented. Therefore, each staff member had as his prime responsibilities the development of the student in his actual academic and social endeavors. Initially, the staff had to meet with district personnel to gain an understanding of their respective jobs and functions. The second phase involved direct work with students. Counseling and testing sessions were established. Tutorial sessions were started. A stronger black students group was established. Students were encouraged to use the community office as an educational and vocational resource center. In addition, all student groups, large or small, meet there with the staff, providing guidance whenever needed. Field trips, above and beyond those for a particular academic class, were started. (Author/JM)

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ED 081860

TAMALPAIS UNION HIGH SCHOOL DISTRICT
Larkspur, California

FINAL PROJECT REPORT

FOR

TITLE III, E.S.E.A. - PROJECT BREAKTHROUGH

NUMBER 1146

1971-72

Submitted to:

Bureau of Instructional Program Planning and Development

California State Department of Education

Sacramento, California

October 16, 1972

UD 013687

FILMED FROM BEST AVAILABLE COPY

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COMPONENT I ESEA TITLE III STATISTICAL DATA

PROJECT BREAKTHROUGH 1971-72

California State Department of Education
721 Capitol Mall
Sacramento, California 95814

Bureau of
Program Planning
& Development

ESEA TITLE III STATISTICAL DATA
Elementary and Secondary Education Act of 1965
(P.L. 89-10 as amended by P.L. 90-247)

THIS SPACE FOR STATE USE ONLY	PROJECT NUMBER	District Code	COUNTY CODE		

SECTION A - PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM (Check one)
- A [ ] INITIAL APPLICATION FOR TITLE III GRANT OR RESUBMISSION
- B [X] APPLICATION FOR CONTINUATION GRANT
- C [ ] END OF BUDGET PERIOD REPORT

2. IN ALL CASES EXCEPT INITIAL APPLICATION, GIVE ASSIGNED PROJECT NUMBER: 1146

3. MAJOR DESCRIPTION OF PROJECT: (Check one only)
- A [ ] INNOVATIVE
- B [ ] EXEMPLARY
- C [ ] ADAPTIVE

4. TYPE(S) OF ACTIVITY (Check one or more)
- A [ ] PLANNING OF PROGRAM
- B [ ] PLANNING OF CONSTRUCTION
- C [X] CONDUCTING PILOT ACTIVITIES
- D [ ] OPERATION OF PROGRAM
- E [ ] CONSTRUCTING
- F [ ] REMODELING

5. PROJECT TITLE (5 words or Less)
PROJECT BREAKTHROUGH DISSEMINATION PROGRAM

6. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. (See instructions)
Through a program of dissemination and inservice training to assist ten California school districts to adapt a locally relevant version of Project Breakthrough (an ESEA Title III program to improve the educational achievement of black students).

ITEM NUMBER 8

7. NAME OF APPLICANT (Local Education Agency)
TAMALPAIS UNION HIGH SCHOOL DISTRICT

8. ADDRESS (Number, Street, City, State, Zip Code)
P. O. Box 605
Larkspur, California 94939

9. NAME OF COUNTY
MARIN

10. CONGRESSIONAL DISTRICT
FIRST

11. NAME OF PROJECT DIRECTOR
Mr. Lanny Berry

12. ADDRESS (Number, Street, City, State, Zip Code)
P. O. Box 605, Larkspur, Calif. 94939

PHONE NUMBER
924 - 1800
AREA CODE
415

13. NAME OF PERSON AUTHORIZED TO RECEIVE GRANT (Please type)
Dr. Wilber D. Hawkins

14. ADDRESS (Number, Street, City, State, Zip Code)
P. O. Box 605, Larkspur, Calif. 94939

PHONE NUMBER
924 - 1800
AREA CODE
415

15. POSITION OR TITLE
District Superintendent

SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT
Wilber Hawkins

DATE SUBMITTED
June 15, 1971

SECTION A – Continued

16. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED	17A. TOTAL NUMBER OF COUNTIES SERVED	18. LATEST AVERAGE PER PUPIL ADA EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED
Information will be disseminated to ten selected California LEA's.	To be determined	$ n.a.
	B. TOTAL NUMBER OF LEA'S SERVED: 10	
	C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED: To be determined	

SECTION B – TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from item 2c below)

1.		PREVIOUS OE GRANT NUMBER	BEGINNING DATE (Month, Year)	ENDING DATE (Month, Year)	FUNDS REQUESTED
A.	Initial Application or Resubmission		July 1971	June 1972	$ 34,680.00
B.	Application for ~~X~~ Continuation Grant				$
C.	Application for Second Continuation Grant				$
D.	Total Title III Funds				$
E.	End of Budget Period Report				

2. *Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.*

A. *Type of function (Check applicable boxes)*

1 ☐ REMODELING OF FACILITIES 2 ☒ LEASING OF FACILITIES 3 ☐ ACQUISITION OF FACILITIES

4 ☐ CONSTRUCTION OF FACILITIES 5 ☐ ACQUISITION OF BUILT-IN EQUIPMENT

B. 1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY	2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS	C. AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY
4,000	4,000	$ 2,400

SECTION C – SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

1.			PRE-KINDERGARTEN	KINDERGARTEN	GRADES 1-6	GRADES 7-12	ADULT	OTHER	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT
A	School Enrollment in Geographic Area Served	(1) Public	* Dissemination grant: information will be disseminated							
		(2) Non-public	to ten selected districts throughout California.							
B	Persons Served by Project	(1) Public								
		(2) Non-public								
		(3) Not Enrolled								
C	Additional Persons Needing Service	(1) Public								
		(2) Non-public								
		(3) Not Enrolled								

2. TOTAL NUMBER OF PARTICIPANTS BY RACE (Applicable to figures given in item 1B above)	WHITE	NEGRO	AMERICAN INDIAN	OTHER NON-WHITE	TOTAL
	10%	70%	10%	10%	100%

SECTION C - continued

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL CITY	OTHER URBAN
PERCENT OF TOTAL NUMBER SERVED					

SECTION D - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

1. PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION	1		1.00			
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1-6						
(4) GRADES 7-12						
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL		2	.20			
E. ALL NON-PROFESSIONAL		6	.45			

F. FOR ALL CONSULTANTS PAID BY TITLE III FUNDS → (1.) TOTAL NUMBER RETAINED 3 (2.) TOTAL CALENDAR DAYS RETAINED 17

2. PERSONNEL NOT PAID BY TITLE III FUNDS

TYPE OF UNPAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION						
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1 TO 6						
(4) GRADES 7-12						
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL		2	1.80			
E. ALL NON-PROFESSIONAL		6	4.05			

F. FOR ALL CONSULTANTS NOT PAID BY TITLE III FUNDS → (1.) TOTAL NUMBER RETAINED _____ (2.) TOTAL CALENDAR DAYS RETAINED _____

COMPONENT II DATA FOR U.S. OFFICE OF EDUCATION

PROJECT BREAKTHROUGH 1971-72

COVER PAGE

for Component II

Data for U. S. Office of Education

(To be completed for all projects active for any period between July 1971 - Through June 30, 1972. Agencies having more than one project must prepare a report for each project.)

Enter information for items 1 through 7.

1. 1146
Project No.

2. Project Breakthrough
Project Title

3. Tamalpais Union High School Dist.
Local Educational Agency

P. O. Box 605

Larkspur, California 94939
Address

4. Lanny Berry
Name of school official responsible for this report

388-3292
Phone No.

5. Lanny Berry
Name of Project Director

924-1800
Phone No.

6. The 1971-72 school year has been .....

6.1 [ ] The first year of operation.

6.2 [ ] The second year of operation.

6.3 [ ] The third year of operation.

6.4 [X] A project which ended on or before June 30, 1971 but had a special extension to operate a period of time after July 1, 1971.

7. Enter the following ending dates:

Ending date for first year 30 June, 1969

Ending date for second year 30 June, 1970

Ending date for third and final year 30 June, 1971

Ending date for extension period if extension was granted 30 June, 1972

PART I - STAFF DEVELOPMENT

The report should describe project staff development activities that took place during the period July 1, 1971, through June 30, 1972. If no project staff development activities occurred, write NONE in the first column. Staff development activities are those inservice efforts designed to improve competencies of the staff working full or part-time on the project. Enter the figures in columns two and three.

STAFF DEVELOPMENT ACTIVITIES OF ONE OR MORE DAYS DURATION 1971-72					
(1) Definition of Staff: (Staff includes all personnel assigned to work on the project full or part time, whether paid by the district or the project.)	(2) Total No. of participants (Unduplicated) in all activities.	(3) No. of workshops, conferences and seminars held by type of training			
		Dissemination to spread information about project	Evaluation to appraise progress	Combination of dissemination & evaluation	Other, such as in-service education. Specify (Use back of this page.)
→ 7	7	11	11	22	

PART II - EXTENT OF ADOPTION/ADAPTION

1971-1972

The purpose of this section is to find out how many projects are being continued to some extent by the grantee or by other school districts after federal funds have expired.

The report should be limited to projects for which federal funds expired during the period July 1, 1971 through June 30, 1972. If the grantee district expects to continue the project to some extent during the next fiscal year, this should be reported by marking the box. The estimated extent of adoption or adaption by the grantee district should be shown by circling the appropriate percentage figure in the five point scale.

1. The project is being continued by the grantee in some form after federal funds expired. [x] Yes [ ] No

2. If the answer is YES, draw a circle around the figure which represents your estimate of the degree of adoption/adaption of the project in your school district.

20% 40% 60% 80% (100%)

PART II - Continued

3. Is the project being adopted or adapted by other school districts?

[X] Yes [ ] No

4. If the answer is YES, list the school districts by name and address:

4.1 Sacramento City Unified School Dist.
1619 N. St.
Sacramento, Calif. 95810

4.2 Chaffey Union High School Dist.
211 W. Fifth St.
Ontario, Calif. 91762

4.3 Riverside Unified School Dist.
3954 12th St.
Riverside, Calif. 92501

4.4 Inglewood Unified School Dist.
401 S. Inglewood Ave.
Inglewood, Calif. 90301

4.5 Perris Union High School Dist.
350 E. 4th St.
Perris, Calif. 92370

4.6 San Diego City Unified School Dist.
4100 Normal St.
San Diego, Calif. 92103

4.7 Monterey Unified School Dist.
P. O. Box 1031
Monterey, Calif. 93940

4.8 Fresno City Unified School Dist.
2348 Mariposa
Fresno, Calif. 93721

4.9

4.10

4.11

4.12

4.13

4.14

4.15

4.16

4.17

4.18

4.19

4.20

PART III - EXTENT OF PARTICIPATION

1971-1972

The purpose of this part of the report is to find out the actual direct or indirect participation of public and private school pupils and adults in the project during the 1971-72 operational period.

Any participation should be reported only once. The count should be based on actual participation during the 1971-72 school year. The numbers are almost certain to be different from those anticipated in the project application.

The United States Office of Education definitions should be applied:

Direct Participation - Enter the number of different persons participating in activities involving face-to-face interaction of pupils and teachers (in case of in-service training, teachers and instructors) designed to produce learning, in a classroom, a center or mobile unit; or receiving other special services.

Indirect Participation - Enter the number of different persons visiting or viewing exhibits, demonstrations, museum displays; using materials or equipment developed or purchased by the project; attending performances of plays, symphonies, etc.; viewing television instruction in a school, a center, or home; or participating in other similar activities. Carefully prepared estimates are acceptable.

Elementary - For reporting purposes only, consider elementary as being Pre-Kindergarten through Grade 6.

Secondary - For reporting purposes only, consider secondary as being Grades 7 through 12.

Please supply the information requested for the project.

Item I

G. NUMBER OF PUBLIC AND NONPUBLIC SCHOOL STUDENTS, TEACHERS, AND COUNSELORS PARTICIPATING

SCHOOLS (a)	DIRECT PARTICIPATION						INDIRECT PARTICIPATION					
	STUDENTS		TEACHERS		COUNSELORS		STUDENTS		TEACHERS		COUNSELORS	
	ELEMENTARY (b)	SECONDARY (c)	ELEMENTARY (d)	SECONDARY (e)	ELEMENTARY (f)	SECONDARY (g)	ELEMENTARY (h)	SECONDARY (i)	ELEMENTARY (j)	SECONDARY (k)	ELEMENTARY (l)	SECONDARY (m)
Public	*Dissemination Grant: Information was disseminated in eleven selected geographic											
Nonpublic	districts in the state.											

Item II Indicate how many of the above students are from rural/urban areas. Totals should equal the figures above.

Rural areas _____
(Farm or cities under 2,500 pop.)

Urban areas _____
(Cities over 2,500 pop.)

The total of these must equal b, elementary, c, secondary, from Item I above.

* Approximately thirty-five people attended each initial informational meeting held in eleven specified school districts.

PART IV - PROGRAM EMPHASIS

If your project had as its major thrust one or more of the programs in column one, indicate the number of students involved on the line provided and include the project number.

	No. of Students
Reading	
Environment/ecology	
Equal Educational Opportunity	
Model Cities	
Gifted	
Handicapped	
Guidance and Counseling	
Drug Education	
Early Childhood Education	

If your project served the following target populations enter the number of students on the lines provided. Enter the figures only if the project was primarily designed to serve the groups names. Figures may be duplicated.

	No. of Students
Indians	
Migrants	
Disadvantaged	
Handicapped	
Kindergarten	
Preschool	

* see previous page

GRANTEE Tamalpais Union High School District

PROJECT ABSTRACTS (ESEA, Title III)	STATE	TOTAL PROJECT PERIOD	FROM (Month and year)	TO (Month and year)	PROJECT NO.
	California		1 July, 1968	30 June, 1972	1146

NOTE: If project involves handicapped children and/or personnel working with handicapped children who are paid from Title III funds, complete the information on the back of this form.

TITLE OF PROJECT

Project Breakthrough

GRANTEE

Tamalpais Union High School Dist

PROJECTED FUNDING LEVEL FOR PROJECT PERIOD	19 68-69	19 69-70	19 70-71	19 71-72	19 —	19 —
	$ 54,132	$ 50,000	$ 50,075	$ 34,620	$ —	$ —

TARGET POPULATION Administrators, teachers, counselors, and students in eleven selected school districts as well as the eight who are adapting or adopting all or part of Project Breakthrough's activities.

PARAGRAPH DESCRIPTION

Staff members spend the greater part of each day at the schools giving counseling, tutorial, and classroom assistance to both students and faculties. After-school activities involve field trips, seminars, informal parents meetings, and community-based educational assistance ranging from informational settings to structured student meetings.

MAJOR OBJECTIVES

See attached evaluation reports on 1968-1971 and conference evaluation 1971-72.

ACTIVITIES TO ACHIEVE OBJECTIVES

Students receive on-site assistance in the areas of classroom work and assignments, counseling, and help with personal matters. Community involvement centers around student meetings, tutorial and "rap" center, parent meetings and seminars, and educational trips (plays, schools, industrial sites, etc.) are the basis for off-site activities.

EVALUATION STRATEGY

Pre and post tests were given to target population in both the first and last year of the project. Teachers were asked to write evaluations of student's achievements and behavioral patterns during the time project was in operation. Results tabulated by the evaluator. For the conference, participants were given pre and post tests.

EVALUATION FINDINGS

See attached evaluation report including independent assessment by third party removed from both target population and evaluator. In addition there is an evaluation of the conference, an integral part of the objectives for the fourth year Dissemination Program.

HANDICAPPED PROJECT PARTICIPATION ONLY - ESEA TITLE III

1. HANDICAPPED CHILDREN SERVED, PERSONNEL PAID, AND IN-SERVICE TRAINING RECEIVED WITH ESEA TITLE III FUNDS

TYPE OF HANDICAPPED CHILDREN SERVED*	NUMBER OF CHILDREN SERVED					FULL-TIME EQUIVALENCE OF PROJECT PERSONNEL PAID WITH TITLE III FUNDS				PERSONNEL RECEIVING IN-SERVICE TRAINING WITH TITLE III FUNDS			
	5 YEARS	6-12 YEARS	13-18 YEARS	19 & OVER	TOTAL	TEACHERS	TEACHER AIDES	OTHER	TOTAL	TEACHERS	TEACHER AIDES	OTHER	TOTAL
(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)
(1) TMR													
(2) EMR													
(3) HH													
(4) DEAF													
(5) SI													
(6) VI													
(7) ED													
(8) CR													
(9) LD													
(10) OHI													
(11) TOTAL													

2. NUMBER OF HANDICAPPED CHILDREN SERVED WHO ATTEND NON-PUBLIC SCHOOLS

3. DISTRIBUTION BY ETHNIC GROUPS

POPULATION	NEGRO	INDIAN	ORIENTAL	SPANISH SURNAME	WHITE (Other than Spanish surname)	OTHER	TOTAL
(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
Student Participants							

4. CHILDREN RECEIVING SERVICES - DISTRIBUTION BY DEMOGRAPHIC AREA

CATEGORY	NUMBER
(1) Urban Areas (over 50,000)	
(2) Rural Areas (under 2,500)	
(3) Other Demographic Areas (from 2,500-50,000)	
(4) TOTAL (Sum of lines (1), (2), and (3))	

INSTRUCTIONS

1. **CHILDREN SERVED** – Enter in the appropriate columns b, c, d, and e an unduplicated count of children served by type of primary handicap *(in public and non-public schools)* and by age group who received direct instructional or related services with Title III funds. This count should include all handicapped children *(1)* who received direct services from personnel paid with Title III funds and/or *(2)* who received substantial benefit as a result of the purchase or projects equipment or the provision of significant in-service training of personnel with Title III funds. Do not include handicapped children who received only incidental services, such as preliminary vision screening or audiological testing, etc. Column f should equal columns b, c, d, and e.

   PROJECT PERSONNEL – Enter in the appropriate columns g, h, and i corresponding with the primary type of handicapped children served a figure representing an unduplicated count of the full-time personnel plus the full-time equivalency of part-time personnel paid from Title III funds. Full-time personnel are those personnel who were assigned to Title III project activities 40 hours or more per week *for the number of hours in a regular work week, as determined by the State or local education agency).* They may be school year, summer program, or 12-month personnel. Column j should equal columns g, h, and i.

   IN-SERVICE TRAINING – Enter in the appropriate columns k, l, and m corresponding with primary type of handicapped children served an unduplicated count of all personnel who receive in-service training with Title III funds. Column n should equal columns k, l, and m.

2. **NON-PUBLIC SCHOOLS** – Of the total number of handicapped children served with Title III funds *(1),(11), (ff)*, indicate the number who attended non-public schools.

3. **DISTRIBUTION BY ETHNIC GROUPS** – Enter in the appropriate columns b, c, d, e, f, and g an unduplicated count of the handicapped children served with Title III funds by ethnic group membership. Column h should equal columns b, c, d, e, f, and g.

4. **DISTRIBUTION BY DEMOGRAPHIC AREAS** – Self-explanatory.

* TMR – Trainable Mentally Retarded, EMR – Educable Mentally Retarded, HH – Hard of Hearing, SI–Speech Impaired, VI – Visually Impai
ED – Emotionally Disturbed, CR – Crippled, LD – Learning Disabled, OHI – Other Health Impaired

PART VI - PRODUCTS OF PROJECT

	I Product(s) Developed	II Date mailed to Title III	III Annotations
	Curriculum guides		
	Teacher guides		
	Handbooks of materials, techniques, and procedures		
	Monograph		
	Bibliography		
X	Questionnaires - locally developed		
X	Evaluation tests		
	Audio tape cassettes		
X	Brochures, newsletters and information sheets		
X	16 mm Films		Project Breakthrough film 24 min. Describes project as it operates in the the Tamalpais Union High School District. Done independently by KRON TV, San Franciso, Calif Lanny Berry, Tamalpais Union High School District, Larkspur, Calif.
	8 mm Films		
	Filmstrips		
	Instructional workbooks, materials,		
X	Tests - locally developed		
	Kits		
	Models		
	Microcards		
	Microfilm		
	Maps		
	Pictures		
	Posters		
	Records		
	Set		
	Slides/tape		
	Viewmasters		
	Video Tape		
X	(Other) book - text book		Black Is film 24 min. Describes and gives overview of Breakthrough's '72 conference on Educational Trends As They Relate to Black Students. Lanny Berry, Tamalpais Union High School District, Larkpsur, Calif. Black Is Book of proceeding and positions papers from conference. Marin City USA - a compilation of photographs, essays, prose written by project students.

CONFERENCE EVALUATION

"THE EMERGING TRENDS IN THE EDUCATION

OF BLACK STUDENTS"

CONFERENCE EVALUATION

Donald H. Kase[1]

In terms of both process and product, our limited data indicate this conference was clearly successful. Three of the four major objectives were attained and, on the basis of verbal and written comments during and immediately after the conference, it is apparent that the activities, entertainment, organization, set-up, meetings, and the soul dinner were quite satisfying. In the final analysis, however, success can be demonstrated only in terms of improved education for the children.

That said, a few comments about conference evaluation per se are very much in order, which will be followed by a summary of the data collected which leads to our conclusion that a successful conference was held.

Generally, conferences of this kind are unburdened with the mechanics of evaluation. Participants and observers individually have expectations prior to their arrival, and assess their experiences and what they accomplish after returning home, if not before. Although the range of these individual assessments

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1. Donald H. Kase is an independent program planning and evaluation consultant. Currently he is planning consultant and trainer for the McClymonds High School attendance area in West Oakland, California; Alaska State Operated Schools in rural Alaska in Early Child Development programs; Department of Educational Extension at U. C. Santa Cruz; and is assisting the University of the South Pacific in the development of planning skills for several ministries in the Fiji Islands. He has an M. A. degree from U. C. Berkeley in Educational Psychology and has taken additional training in administration and planning.

is undoubtedly large, modal impressions, if any, usually remain private. This is regrettable because much valuable information is lost for planning future conferences intended to produce certain institutional and personal effects which, more often than not, remain unstated by the conference planners and discussion leaders.

This particular conference is unique in our experience in that the planners, Lanny Berry, Jimmy Brown, and Doug Quick, specifically stated four objectives that were to be attained as a result of the conference. Significantly, the program of the conference (speakers, discussion leaders, entertainment, food, timing, etc.) was designed and scheduled with the intent of attaining the objectives, which is consistent with the emerging trend of applying the techniques and processes of program planning in public and private education.

The significance of attempting to use a "program planning" approach to conference development is that by stating publicly the conference objectives in advance, the planners openly expose themselves to objective evaluation: in the vernacular, they are laying it on the line and allowing themselves to be called. But the program planning approach is more than an unhinging of the educator's long cherished survival strategy of hedging all bets by focusing exclusively on process while giving lip service to producing outcomes, or products called "change." It is an approach whereby the end product is elevated to a position of prominence and allows an objective assessment of what is right or wrong about the techniques, procedures, tools, materials, equipment, training, personnel, facilities, arrangements, and so on, with respect to producing change, producing learning, producing success.

We stated initially that this conference was clearly successful. But, if we are to be consistent with a formal program planning approach to conference development, we have to ask the question: "Are the objectives of this conference priority objectives?" Obviously, the planners felt they were, and so did many of the participants. But, do the readers of this publication agree? If not, what should the priorities be? Or, if so, what must be done in future conferences to increase and enhance the possibility of more effectively attaining these objectives?

Evaluation Process

The evaluator and the staff of Project Breakthrough met on three occasions to discuss and plan the evaluation process several weeks before the conference. It was agreed that the crucial evaluation issue was that of determining whether or not the stated objectives were attained. Accordingly, the objectives were stated in compliance with two of three criteria recommended in the literature[1]:

> What is to be produced, learned, developed, different?
> What is acceptable evidence or indication of learning?
> What conditions will prevail while the evidence is being demonstrated?

Since the conditions under which acceptable evidence of what was to be produced and learned in the conference were generally expected to be the conference setting and dynamics, this element of each objective was omitted.[2]

Serious concern was expressed by the staff over conference participant willingness to devote time and energy to filling out evaluation forms. This concern

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1. Mager, R. F. Preparing Instructional Objectives. Palo Alto, Calif., Fearon Publishers, 1962.
   Kase, D. H. Objectives: What & How To Write Them. New London, Conn., Croft Educational Services, 1971.

2. Thinking again about program planning, one must ask: "Can these objectives be better met under conditions other than in a conference setting, and at what cost?"

proved to be well founded in that a majority of the participants did not fill in the forms provided for the evaluation. A major reason for this unfortunate event was the fact that nearly half of the participants were not in attendance at the opening session where the initial evaluation data was being collected, and that many of those who did complete the initial pre-assessment forms were not in attendance when the post-conference assessment data was being collected. In addition, several participants were at the conference only one or two days, missing both the pre- and post assessments.

Color coded "pre-post" forms were produced on which each objective was stated, followed by a three item bi-polar seven point rating scale measuring the objective's usefulness, clarity, and attainability. Each pair of pre-post forms was assigned a three-digit random number and placed in a folder, together with other conference materials and rating scales measuring the objectives of Increased Knowledge and Attitude Change.

At the opening session participants were asked to complete the "pre-assessment" form and return it prior to leaving the room for the first discussion and paper-reading sessions.

Student staff members[3] of Project Breakthrough tabulated the initial pre-assessment responses in order to obtain a rough idea regarding participant expectations with respect to the objectives. Impressions obtained from these rough tabulations indicated that the initial impressions of participants were positive in that the participants understood each objective and believed they were useful.

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3. Special thanks to students Linda Huff, Debra Payton, Lee Earl McRoy, Jeanette Atkins, Michael Berry, Clifford Hall, Castroma Dickens, Terrie Brown, and Danielle Dever, of Tamalpais, Redwood, and Sir Francis Drake High Schools.

They were less optimistic about whether the objectives of producing a paper could be achieved, probably because most participants did not realize that prior arrangements had been made with discussion leaders to bring a draft paper to the conference. With this data in hand, the conference staff realized that participant expectations regarding the conference objectives were positive, if not enthusiastic.

At the closing luncheon, announcements were made regarding the importance of evaluation data and a plea was made for all participants to fill out the post-assessment forms that were in their packet of materials. The evaluator and staff members went to as many discussion sessions as possible following the luncheon announcement and repeated the request for completed evaluation forms.

Completed forms were matched on a pre-post basis and hand-tabulated by student staff members of Project Breakthrough.[4] In addition, all of the written comments were placed on 3 x 5 cards which were sorted into gross response categories for later interpretation.

Conference Objectives

Appendix I contains the full text of each of the four objectives, as well as the three-item polar 7-point scales used to assess clarity, usefulness, and attainability of each objective. Briefly, the four objectives were:

1. Produce a major position paper in subject area of the conference
2. Have an increased knowledge of any subject area of the conference
3. Have a positive change in attitude about any subject area of the conference
4. Outline future actions to be taken by individuals after returning home

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4. Special thanks to Michael Berry and Danielle Dever for their difficult and painstaking efforts to pull the data together.

Appendixes II and III are the evaluation formats used to assess Objective #2 (increased knowledge) and Objective #3 (attitude change).

These objectives were ambitious. Trying to accomplish in three days what many institutions have tried to accomplish over a period of months--if not years--places a heavy burden on the conference planners and leaders. But the limited evidence reported below regarding achievement of the objectives is a tribute to Project Breakthrough planners, staff, and conference leaders, and to the participants who came as dedicated educators.

Results

For reasons mentioned above, and for additional reasons described later, the number of completed pre-post assessment forms that were useful for analysis purposes was limited. The data reported below on each objective is based on approximately 17% of the total number of conference participants of which 66 individuals completed both pre-post assessment forms. We have no data showing the total number of participants who were in attendance for the full three days, but 400 registered and paid fees at some point during the conference.

In view of the small number of completed evaluation forms no attempt was made to analyze the data in terms of Type of Job, Residential Area, or Number of Days Planned for Conference Participation provided for at the bottom of the cover page of Appendix I.

Objective #1: Produce a Major Position Paper

This objective was attained as evidenced by the position papers reproduced in the foregoing sections of this book. Although the authors did not follow the suggested format, most papers address themselves to the content areas outlined in the objective (See Appendix I).

Objective #2: Increased Knowledge

This objective was attained for the individuals who filled in the form (Appendix II) provided to collect evidence for determining whether or not participants departed from the conference with more knowledge about a content area than they had prior to their participation. Sixty-six respondents gave the following indications of Increased Knowledge:

I have learned:

	#	%
Absolutely nothing	0	0
A few things that I can use	12	18
Several things that I can use	26	40
A fantastic number of things I can use	26	40
No response	2	2
	66	100

This small self-selected sample represents approximately 17 percent of the total number of registered participants. Discarding statistical inference to the larger population, we can only conclude that 98% of those who filled out the form felt they learned something.

Further indications of the specifics of Increased Knowledge are the 200 comments made by these 66 people in response to the question:

"The most significant and important knowledge I have gained from this conference is:"

Each comment was typed on a 3 x 5 card and sorted into rough categories, which are shown below. The categorization is the consensus of three independent sortings and consensus discussions.

Response Category	#	%
Racism/Separatism/Integration	31	15
Black Studies	20	10
Black Educators	19	10
Teachers/Students	18	9
Black Togetherness	15	7
Freedom/Alternative Schools	13	7
Basic Skills/Survival	12	6
Teachers/Teaching	11	5
Achievement/Success	10	5
Testing/Counseling	8	4
More conferences like this	7	3
Muslims	7	3
Communities	7	3
Communication/Contacts	6	3
Increased Awareness of Different Views	6	3
Politics/Funding	3	2
Whites/Reactions	3	2
Miscellaneous	4	2
	200	99 (rounded)

It is clear that for the respondents who wrote the comments in the above categories that the conference provided them with some increase in knowledge in content areas with which the conference was very much concerned. (But we still wonder about the 340 who did not respond--did we reach them, too?) Although we were less interested in the specifics of what was learned than we were with giving respondents the feeling that they learned something, readers interested in pursuing this further should read the detailed comments which constitute Appendix IV.

Appendix III contains the pre-post adjective checklist used to assess attitude change between May 23 and May 26. Unfortunately, so few individuals properly completed the form that the objective is not readily assessable in terms of our original intent. The purpose of this format was to obtain from participants their changed perception of a problem of high importance to them prior to the beginning of the conference. Thus, if a person wrote on the form that "Black educational schools" was his greatest concern prior to the conference, he was to circle one of each pair of opposite statements which expressed his perception of the problem prior to the conference and, again, at the end of the conference.

On the completed form being used by the author for this example, the participant has circled for his pre-conference perception seven of the 18 items on the negative side of the polarity, but for the post-conference rating only one of the items remains negative, suggesting a changed perception about the "Black educational schools" problem in a positive direction.

We classified what data there is in terms of five categories:

No Change - Positive	(pre-post ratings both positive)
No Change - Negative	(pre-post ratings both negative)
Change - Positive	(pre-post shift from negative to positive)
Change - Negative	(pre-post shift from positive to negative)
No response/Incomplete	(on a particular item)

The tabulated data for 66 respondents appear to warrant the following statements: Approximately 50% of the data forms were incomplete. Of the remaining 50% (N=33), half of the respondents indicated a positive attitude both pre- and post-conference about the content area of high concern; approximately 30% showed No Change - Positive; 4% indicated No Change - Negative; 10% Positive Change; 6% Negative Change. Though encouraging and supportive of our conclusions, this data is too meager to warrant further discussion.

Objective #4: Future Actions

This objective was not attained as stated (see Appendix I), since no outlines of specific future actions participants agreed to take after returning home were received by the Project Breakthrough staff.

Participant Perceptions of the Four Objectives

The seven-point, three item, rating scale measuring the objectives' usefulness, attainability and clarity was tabulated and is reproduced below. A total of 43 completed pre-post assessment forms were sufficiently complete to warrant analysis. A frequency count was made of the number of Positive Changes (on a pre-post basis), the number of Negative Changes, and the number of No Changes for each of the three items for each objective. These three-item frequency counts were added together in each of the three change classifications for each objective.

	Positive Change		Negative Change		No Change		No Response		
	#	%	#	%	#	%	#	%	Total
Objective #1 (Position Paper)	44	25	26	26	52	27	6	13	127
Objective #2 (Knowledge)	37	21	26	26	52	27	12	26	127
Objective #3 (Attitude)	45	26	27	27	41	22	14	30	127
Objective #4 (Future Action)	48	27	20	20	45	24	14	30	127
Column Totals	174	99	99	99	190	100	46	99	508
Row Percents	(34%)		(19%)		(37%)		(9%)		(99%)

Thus, for Positive Change for Objective #1 the count of 44 in that cell of the table consists of 17 frequencies for improved understanding + 8 frequencies for usefulness + 19 frequencies for attainability. Percentages were computed on column totals in the table itself, and on 508 frequencies for the bottom row totals.

The data in this table indicates that 34% of the ratings showed a positive change, 19% a negative change, 37% no change, and 9% did not complete all items in the form. Since the number of respondents is small the individual cell differences are of doubtful meaningfulness.

It should be pointed out that the respondents did not have their original pre-assessment ratings available to them while they were completing the post-assessment ratings.

Another important fact should be considered when studying this table. A substantial number of the "No Change" frequencies are a result of the pre-assessment rating being at the top of the scale, thus not allowing high positive raters to indicate change. Although an exact count has not been made, approximately 30% of the "No Change" frequencies are in this category.

Overall, participant perception of the four objectives of the conference was positive when the above qualifications are considered together with the fact that only 19% of the frequencies were in a negative direction.

Letters and Other Communications

The staff of Project Breakthrough has received many notes, letters, and telehpone calls from a wide variety of people attending this conference attesting to their satisfaction, growth, and knowledge as a direct result of participation. On

many occasions persons not attending have reported a large amount of "positive feedback" from those who did attend. In a sense these unsolicited testimonials have a greater personal meaning to the planners and coordinators though they are limited in number necessarily, and, as is true in the present situation, are usually not tabulated. Additionally, one seldom hears negative feedback, especially when one is not looking for it.

Three months after the conclusion of the conference all of the personal communications seem to add up to a positive view of the conference.

Conclusions

Though the data indicate a successful conference, they also demonstrate a need for a much more carefully structured and controlled evaluation process if evaluation is to have any real use for future conference planning. Much more thought and consideration was given to program considerations than to evaluation per se. The instrumentation for collecting data seemed adequate (though there is room for improvement), but the data collection process requires much more stringent controls by being tied to the realities of the movements of people and their attitudes about filling in forms.

One of the key problems regarding evaluation in general is that we all talk evaluation, demand it of others, but also tend to resist giving the time, resources, energy, and thought to providing evaluators the data they need to fulfill the requirement. While this is quite frustrating to the evaluator's efforts to meet the requirements of the task, a sober look at the total picture suggests that professionals in the field have not exerted much effort themselves to ameliorate the problem. It is one thing to have captured groups that are relatively easily controlled (classrooms, individuals, factories, volunteers) and another to depend

on uncontrolled, multiple-motivated, ever-changing, kaleidoscopic groups for collecting data. Even in the researcher's captured classroom situation there are many signs of loss of control, e.g., standardized achievement testing in the central city schools--and more recently in white middle-class suburbia.

The problem seems to be one in which the individuals being asked to spend the effort to fill out forms and answer questions do not feel it is a worthwhile expenditure of time, and/or that it is all a meaningless game. Seldom does the individual receive meaningful feedback on the results of evaluation. But what is the effect when there is feedback? The reader might, for a moment, consider how many times in his experience a program, an institution, or even an individual in his experience has changed as a direct result of evaluation feedback.

One of the best evidences of how evaluation is regarded is to look at funds allocated to the evaluation process. For the evaluation of this conference, for example, $600 was allocated for what has turned out to be 30 man-days of professional and clerical assistance. In public education a frequently heard recommended evaluation budget is three to five percent of the overall operating budget, but those few school districts that provide for evaluation seldom devote more than one-half of one percent for this purpose.

What is needed is the development of a genuine concern and interest in evaluation among educators so that they can and will transmit this concern to new members in the profession. Lanny Berry and his brothers and sisters have demonstrated this concern consistently over the past four years. But the experience of trying to evaluate this conference has demonstrated clearly that much more effort

must be devoted to not only improving the mechanics and logistics of conference evaluation, but also to the development of the desire among participants in the social process to provide the data necessary to improve that process.

We conclude with a question: "If there is another Black Educators' Conference, will that conference reflect the findings and concerns of this report?"

APPENDIX I

ESEA, Title III: Conference Evaluation

"EMERGING TRENDS IN THE EDUCATION OF BLACK STUDENTS"

May 23-26, 1972 Holiday Inn, San Rafael, California

WHAT ARE YOUR EXPECTATIONS OF THIS WORKSHOP?

We wish to evaluate the effectiveness of this conference-workshop in terms of the participants' attainment of the major objectives. You can help us do this by filling in the pre-conference evaluation forms NOW and the post conference evaluation just before you leave at the end of the activities on the 26th. Not only will you be helping us evaluate the workshop, but the information can be used for planning similar activities in the future. Each participant will receive a copy of the evaluation report within four weeks (about June 27th).

DIRECTIONS

On the following pages you will find the conference objectives as we perceive them, each of which is followed by a three item rating scale. Please read carefully each objective.

By placing an "X" on the line between the opposite statements following each objective, you indicate your feeling about each objective.

Return the completed forms to the boxes marked "EVALUATION" at the ends of the registration tables.

The total task should not require more than five minutes now and five minutes at the end of the program on the 26th.

Thank you very much for your assistance in helping us conduct the required evaluation.

IDENTIFYING INFORMATION

Pre-Post Comparison Code Number_____*

Check One: Administrator_____ Teacher_____ Student_____ Other_____

Check One: S.F. Bay Area_____ Other California_____ Out of State_____

Total number of days you plan to be here as an active participant_____

*Randomly assigned - anonymity assured

OBJECTIVE #1: POSITION PAPER

By 8 pm, May 26, 1972 a rough draft outline (500 word maxium) of a major position paper for each major topic area will be ready for typing. The outline will include (1) a brief statement of the problem, (2) a brief analysis of the problem, (3) major recommendations regarding strategies/methods for the problem's solution, (4) key issues relating to implementing the methods/strategies, both short and long-term.

I understand this objective completely.	___/ 7	___/ 6	___/ 5	___/ 4	___/ 3	___/ 2	___/ 1	I do not understand this objective at all.
This objective is useful.	___/ 7	___/ 6	___/ 5	___/ 4	___/ 3	___/ 2	___/ 1	This objective is not useful.
This objective is easy to attain by the end of this conference.	___/ 7	___/ 6	___/ 5	___/ 4	___/ 3	___/ 2	___/ 1	This objective is impossible to attain by the end of this conference.

Your comment about the objective. Use back of page if necessary.

OBJECTIVE #2: INCREASED KNOWLEDGE

By 4 pm, May 26, 1972 each participant will have an increased knowledge about a major topic of his/her own choosing which has been planned for the conference-workshop. Evidence for this increased knowledge will be determined by participants filling out a self-report questionnaire asking (1) "What you now know that you didn't know before the conference started," or (2) "Nothing." At least two-thirds of the participants will indicate "increased knowledge" of at least one or more topics.

I understand this objective completely.	___/ 7	___/ 6	___/ 5	___/ 4	___/ 3	___/ 2	___/ 1	I do not understand this objective at all.
This objective is useful.	___/ 7	___/ 6	___/ 5	___/ 4	___/ 3	___/ 2	___/ 1	This objective is not useful.
This objective is easy to attain by the end of this conference.	___/ 7	___/ 6	___/ 5	___/ 4	___/ 3	___/ 2	___/ 1	This objective is impossible to attain by the end of this conference.

Your comment about the objective. Use back of page if necessary.

OBJECTIVE #3: ATTITUDE CHANGE

By 4 pm, May 26, 1972 each participant will have had a positive change in their attitude about any topic discussed in the conference-workshop. Evidence for this changed attitude will be obtained on a brief rating scale concerned with (1) issues/trends/problems, (2) how the participant felt about them before the meeting started and how they felt about them at the end of the meetings. At least two-thirds of the participants will indicate a shift in the positive direction on a 7-point scale of polar items.

I understand this objective completely.	___/ ___/ ___/ ___/ ___/ ___/ ___/ 7 6 5 4 3 2 1	I do not understand this objective at all.
This objective is useful.	___/ ___/ ___/ ___/ ___/ ___/ ___/ 7 6 5 4 3 2 1	This objective is not useful.
This objective is easy to attain by the end of this conference.	___/ ___/ ___/ ___/ ___/ ___/ ___/ 7 6 5 4 3 2 1	This objective is impossible to attain by the end of this conference.

Your comment about the objective. Use back of page if necessary.

OBJECTIVE #4: FUTURE ACTIONS

By 4 pm, May 26, 1972 each major topic discussion group will produce an outline of specific future actions participants agree will be taken upon their return to their jobs. The outline is to contain (1) the problem identified in the position paper (see objective #1), (2) the specific actions to be taken and (3) a time-line indicating when these actions will be initiated and completed.

(NOTE: The intent of this objective is to identify what actions can be realistically taken, not what may be ideally desireable. If participants wish to indicate the "ideal", clearly seperate from the above.)

I understand this objective completely.	___/ ___/ ___/ ___/ ___/ ___/ ___/ 7 6 5 4 3 2 1	I do not understand this objective at all.
This objective is useful.	___/ ___/ ___/ ___/ ___/ ___/ ___/ 7 6 5 4 3 2 1	This objective is not useful.
This objective is easy to attain by the end of this conference.	___/ ___/ ___/ ___/ ___/ ___/ ___/ 7 6 5 4 3 2 1	This objective is impossible to attain by the end of this conference.

APPENDIX II

CONFERENCE EVALUATION

Please do not complete until you are ready to leave the conference.

OBJECTIVE #2: INCREASED KNOWLEDGE

DIRECTIONS: Please list one or more things you now know about the topic areas of the conference that you did not know prior to the beginning of the conference. Examples: "Effect on black student learning of integration;" "Freedom Schools can succeed if..., or, Freedom Schools can fail if..." "Student self-government has been demonstrated as being successful if..."

1. I have learned (check one):

   absolutely nothing_____

   a few things that I can use_____

   several things that I can use_____

   a fantastic number of things that I can use_____

2. The most significant and important knowledge I have gained from this conference is:

2.1_____

2.2_____

2.3_____

2.4_____

2.5_____

Please do not complete until you are ready to leave the conference

APPENDIX III

CONFERENCE EVALUATION

OBJECTIVE #3: ATTITUDE CHANGE

DIRECTIONS: Please write in the space provided, the topic, idea, problem or issue with which you have been most concerned prior to attending this conference. Then, on the form below, indicate the tendancy of how you now feel about the topic compared to how you felt about it on May 23rd.

TOPIC, IDEA, PROBLEM, ISSUE (Try to use no more than five words)

May 23, 1972		May 26, 1972	
Indicate how you tended to feel about this prior to the conference. (Circle one of each pair)		Indicate how you tend to feel about this now, at the end of the conference. (Circle one of each pair)	
generally positive	generally negative	generally positive	generally negative
hopeful	hopeless	hopeful	hopeless
optomistic	pessimistic	optomistic	pessimistic
possible	impossible	possible	impossible
solvable	not solvable	solvable	not solvable
clear	unclear	clear	unclear
feasible	not feasible	feasible	not feasible
understand	not understand	understand	not understand
meaningful	meaningless	meaningful	meaningless
sensible	not sensible	sensible	not sensible
manageable	unmanageable	manageable	unmanageable
enthusiastic	unenthusiastic	enthusiastic	unenthusiastic
winner	looser	winner	looser
right-on	cop-out	right-on	cop-out
pleased	displeased	pleased	displeased
happy	unhappy	happy	unhappy
relevant	irrelevant	relevant	irrelevant
significant	insignificant	significant	insignificant

DUKASE

APPENDIX IV

Comments made by participants regarding knowledge gained from this conference:

Racism/Separatism/Integration

There is "much" black racism in this country.
That there are those who talk about humanism but who answer white racism with black racism.
Black people are not often honest with whites.
White racism is being met with Black racism--how sad.
Black people do not like any white people.
Integration is not wanted by Blacks.
There is a definite segregationist philosophy emerging among black leaders.
The trend toward "Black Separatism" seems to be prevalent among young blacks.
There is a great need for Blacks in America to unite to obtain from this union power (political and economic) it is only after this that we can make inroads into the power structure: It is only after this we can make people hear what we are saying.
That Black people are realizing that their destiny is in their hands--they are not waiting any longer for whites to decide for them.
Blacks can be a more forceful people if there is an all out effort of Unity among Blacks here and Africa.
Idea that integration is not a value in the Black intellectual Community at least as represented here.
How blacks really feel toward integration and how it is far from being successful.
The effect of Black students in integration has not proven that it is an asset but the contrary.
White teachers are not good for Black students.
Integration is good, providing one can afford it (very difficult, confusion in school integration).
There is a very deep suspicion among black people of the white oriented educational system.
The present uncertainty of black education on integration of schools.
How hard it is going to be to have integration in our schools and especially in our society.
How better to handle integrated staffs in our school system to help our students.
Realistically, we have to live together.
That integration is not going to ever exist unless the white people and black people feel a unity and a love for one another in their hearts.
Use every thing you can. If at first you don't succeed, try, try again. Get the white community involved in getting good education for everybody by hiring (1) minority teachers, (2) improving or completely changing education for teachers, (3) demanding accountability of teachers for all children.
I learned how black people feel about integration, desegregation and segregation. And also the differences of the three.
I learned how people feel about segregation, desegregation, and integration and the difference between them (which I did not know before I attended the conference). (i. e. different attitudes of people in workshop discussions)

Racism/Separatism/Integration (cont'd)

I never realized how much trouble people have and still will have to go through before successful integration will ever come about.
I learned how Black people feel about integration, segregation and desegregation.
Many attempt to "cloud" the issues in regards to integration, segregation and desegregation.
Awareness of differences in terms of integration, desegregation and specific real problems concerning the whole issue.
Differing views on integration, desegregation and segregation.
I can now tell the difference between integration, segregation, desegregation.
The difference between desegregation and integration.
The difference between Integration, Desegregation and Segregation.

Black Studies

In Black Studies: It is difficult to get consensus in the Black Community whether to unite with the majority or to be separate.
Varied opinions on Black education from Black educators.
There are so many divergent opinions on the education of Blacks.
Black studies--meaning and diversity.
I learned the many different feelings of Blacks on schooling and the curriculum.
New ideas and approaches to problems in Black education.
New techniques for curriculum development.
Idea that Black studies should encompass much more education than at present.
Educate Black Students. Develop positive skills that children relate to in every day society.
Black studies can and should be continued and strengthened but certain weaknesses are inherent in white control of the campus.
Idea that Black studies are dominated by the white establishment.
Paucity of black control of black studies.
Black studies should not ever be taught by a white teacher.
Black studies will work if students' values reach the point of being concretely Multi, dualistic, or individualistic when dealing with the educational system.
Need for consolidating and concentrating efforts in Black Studies at College level.
A clearer understanding of Black studies.
Purpose, Direction of Black studies--Mr. Llorens.
The correlation of Black Studies and Science.
Take a stand as far as Black Studies are concerned.
Historical sources.

Black Educators

Much more unity and purpose of ideas among Black educators than I had thought previously.
A greatly enhanced appreciation of the depth and breadth of commitment of Black educators.
The continued growth of Black educators on problems of black students and schools.

Black Educators (cont'd)

Growing need of black educators to think of multi-strategy approaches.
Black Educators should reconnect themselves with the Black Community.
That it is time for the Black educators to take a more active role in Black struggle.
There are many black speaking people who are not really black.
A great number of our Educators.
Black educators, if those who attended are representative: have become more empathetic and tend to get by this arrogance of "I got mine--you got your to get!"
Black educators are concerned that Black students not be allowed to "slide" and that all teachers should force kids to learn.
We (educators) are ready to lay it on the line for the future of our children.
The exhaustion of Black Educators with the Racist Educational system which seemingly refuses to relate to our Black youngsters.
Black educators are ready to move into the Capitalistic aspects of education.
How educators country-wide are ready to chuck that system (the Racist educational system).
The interest other speakers have shown in their presentation of what they believe.
I am very impressed with the guest speakers.
Most of the speakers were very good.
I learned a tremendous number of things from Bros. Farrakhan and Churchville.
John Churchville was truly inspirational example of education and concern--caring.
Noted educators and authors.

Teacher/Students

To be always at all times truthful with our children. Let them know exactly what they want to know.
How to honestly and openly teach students by telling them the truth and teaching them problem solving--Cheire Gaines.– Cheire
The present system is designed to mislead students, as well as public in general. Education is a must for all people. The truth is the main ingredient for a successful education.
Necessity of truth and honesty in teaching.
Knowledge of how to educate Black students.
Before we attempt to try to teach our children we must have a knowledge and insight (image of ourself as black people).
The need for the black child to establish a strong self-image.
To let my students really know that they have a positive need to learn the skills the tricks, the things that are most valuable to him/her to be able to cope in this society or any society.
To develop the knowledge of how to relate and teach these ideals and skills positively to my students.
Also how black students feel about school and being underprivileged in society.
To be less idealistic and much more practical. Some practical sense of how to work in my own situations.

Teachers/Students (cont'd)

Black students problems should be handled uniquely.
How education of the Black child is multi-faceted not separate bits and pieces.
The gravity of the Black child's problem in a white educational system that tends to be downright indifferent to him and his heritage.
Blacks must put black education ahead of white.
The ways and means we can relate better in regard to education, from a Black perspective.
I know now how blacks feel about their positions in school and how hard they must try to get ahead in a white majority school.
There is no one simple answer for the problem of motivating the black child who has turned off to academic studies.

Black Togetherness

How Blacks should relate to Blacks.
The most significant comment I can make to the above question is: That "five thousand sheets of paper in front of me now would not be enough to express all I have learned throughout this entire conference. I have learned more in these three days than I have learned in my entire sixteen years of education in the public school system! Most significantly, I have learned that Education in all forms is the key to success for the black race.
I saw that blacks were truly wroking for the same goals and objectives for once.
I found a true black feeling among black brothers.
My blood ran high because I shared the enthusiasm of my Black Brothers and sisters.
Most importantly--that there are many beautiful black brothers and sisters ready to work for changing educational system--especially important to me that there are local teachers, educators, students who can (and will, I trust) have frequent opportunities for dialogue.
That there are some very heavy Brothers and Sisters all over. I am very impressed about it, but three days isn't long enough to accomplish enough things that should be accomplished my head is bursting.
A reinforcement of the belief that Black Americans are uncommon, beautiful people.
Respect, admiration and love for some beautiful people and etc., etc., etc.
The people I've met.
Come, we will come together.
The togetherness!!!!!
One of the things that stands out most in my mind was when we all sang the Black National Song--"Lift Every Voice and Sing"
That I became reinspired to continue.
More of an awareness towards blacks.

Freedom/Alternative Schools

Freedom school students lose out if they transfer to public schools.
Black schools, from nurseries through universities must be the ultimate goal of Black education.
The concept of Freedom/Alternative Schools as a means of freeing our children.
We also had a chance to see and to hear, and compare other alternatives in regards to education of and for our black youth.
"Free" schools do not meet educational needs of most black students.
Programs of Freedom Alternative Schools--Minister Farakhan, Mr. John Churchville.
Some knowledge of alternative schools.
Information gained in Alternative Schools.
Information on other innovative programs in country.
Freedom schools will grow if public education does not meet the growing demands of the black community to teach their children.
Several new structural bases for alternative schools.
I find this extremely difficult to comment on--right off the get go.
Freedom schools can succeed from many diverse approaches providing there is teacher commitment and community support.
In probing Analysis: Many, many blacks feel frustrated with the education our children are receiving in the public school system.

Basic Skills/Survival

Ways to approach linear problem solving techniques, applicable to all children.
Blacks must teach survival skills as well as academic skills.
Ways of surviving in this country with the most emphasis on getting the most gain tactics. (Cherie Gaines) – CHERIE
Math and Physical Science can be used to help black students function along logical thinking patterns needed in today's society.
Necessity of Basic disciplines in learning.
It is important to depend on yourself as a tool for implementation of respect for the life styles of blacks.
Traditional curriculum is needed by minority students.
Concept of Traditional Curriculum with a minority twist.
Making easy academic subjects to our people hinders them instead of helping them.
There should be more Remedial Programs for students entering into college.
The need for linear problem solving skills. Cheire Gaines – CHERIE
The need for further study of methodology in dealing with the problem of survival within the present social structure.

Teachers/Teaching

My thoughts methods, etc., in dealing with Black students education is on the right track.
Teachers can be much more affective if reassessment of the needs of the children are made in terms of raising the self concept of the pupil as well as academic level.
Helpful concepts to help me get it together as a black teacher.
A deeper understanding of the role of the Black teacher, i.e., need for strict discipline accompanying concern; greater appreciation for setting high standards of academic excellence despite handicaps.
The Role of the Black Teacher/Black Student as means of building a self-sustaining nation.
The role of or what Black Teachers should be doing.
Role of the Black Teacher in teaching Black students.
Possible ways to deal with disunity of black teachers and their real lack of a committed educational purpose.
Teaching should be inspired to make changes.
Necessity of proper education for all black and minority people.
That we need Black History Teachers.

Achievement/Success

The need for depth programming and planning for the direction of black education.
Some blacks are placing a value on intellectuality.
Priorities must be set to guarantee any success.
More Blacks can be admitted to colleges if we made an effort to redefine the meaning of minority.
Total education for the black race, all that the white race and any other race has plus what we have as a natural.
To Blackanize is to humanize and go by the stigma of C.P.
The need to learn and to grow each day.
I am very ignorant in many areas that (as a group) Blacks need to be sophisticated and I need more education.
There is a lot being done to wipe out this system as it now exists.
The most good for the most people should be our goal.

Testing/Counseling

Counseling is in now but you must be willing and able to get out there and hustle in Black Students for them to relate to you.
Testing is not adequate, in the manner in which it is being used--designed strictly for white middle class individuals.
Good solid research being done, i.e., B.I.T.Ch. test.
The existence of an intelligence test which is relevant to the culture of the black student, i.e., the "B.I.T.C.H." test.

Testing/Counseling (cont'd)

Information on Psychological Testing Excellent--Dr. Rivers.
Information gained in Psychological testing.
Information gained in Counseling and Guidance.
Empirical data.

Comments on Conference

Black people can get it together as evidenced by this conference. It was beautiful.
We have a long way to go--still, however, there was great input at the workshops, useful ideas discussed that can be incorporated in other black school situations.
The ability to listen, and ask questions.
That more conferences of this type are needed.
An appreciation for attending a conference like this.
Role of Black University--Programs excellent--Dr. Hurst.
I was very much impressed with the following aspects of the meeting:

1. The candor with which ideals and differences between participants were thrashed out.
2. The manner in which discussions were kept on track.
3. Interplay of groups.

Muslims

I wished the larger black community could have heard the Muslim speakers.
That I liked the approach of the Muslim leaders.
Insight into the Nation of Islam's philosophy.
Knowledge of the muslims.
The psychology of learning and teaching from Minister Farrakhan.
How to modify students behavior by showing students where they fit in (by Minister Farrakhan).
Muslim educational philosophy and techniques.

Communities

Lack of adequate communication and information to black communities on trends and changes in Education.
How Blacks should learn to work in their community.
Community control in the destination of Black education.
How to relate this information to parents.
That I know little about the "Black community"
A reaffirmed knowledge of the differences within the "Black Community"
The tremendous variety of positions from which the black community is coming together.

Communication/Contacts

This was a very important "happening" for Black people (the conference).
This served a great need--for us to communicate.
There is a need to get all names and addresses of members.
Being able to establish contacts.
The availability and location of resource personnel.
Knowledge of more human resources.
Uses of Media Education.

Increased Awareness of Different Views

Vast difference between local situations.
It is sad and frightening to think that if such division exists between intellectuals in our society there can really be no hope.
There are many ways to attack the problem and many ways to fail also. I learned the value of flexibility in mind and in program development.
But, although we have common goals, i.e., liberation, our strategies about how to get there are different.
Variety of new ways to deal with the problem of educating Black students.
Blacks are about equally separated in their ideas and fail to agree on any one significant Goal or Objective.

Politics/Funding

There are so many bills and programs that I should ask my school district to give parents more information (or seek help from U.S. Office of Education) on ways minority parents can get good education for our children.
Information about finding Black programs or where the dollars are and how to go about getting it.
A way to get more $ for special programs.

Whites/Reactions

How unaware most whites are of Blacks.
Whites should be responsible for their attitude change.
I'm white and not wanted to help.

Miscellaneous

Develop a language that our children can feel a part of. Black people must continue to educate ourselves to the new trends of educating our children.
But most important we must be together so that we can get it together.
Pan Africanism and its implication to nation building in the U.S.
Alternatives to violent actions.
Role of Black student, and skills they should learn.

COMPONENT III PROGRAM NARRATIVE REPORT

PROJECT BREAKTHROUGH 1971-72

TAMALPAIS UNION HIGH SCHOOL DISTRICT
Larkspur, California

FINAL PROJECT REPORT E.S.E.A. TITLE III

COMPONENT III PROGRAM NARRATIVE REPORT
PROJECT BREAKTHROUGH 1971-72

NAME: Tamalpais Union High School District

ADDRESS: Larkspur, California

PROJECT: Project Breakthrough, Incentive Grant for Dissemination

PROJECT NUMBER: 1146

BUDGET PERIODS: July 1, 1971 to June 30, 1972

A. LOCALE

Marin County, located North of San Francisco, has 206,000 residents, 4,000 of whom are non-white. The per capita income for the county is $13,700 per year but is less than $5,000 per year for the majority of blacks and other non-whites living either in Marin City or Hilarita Public Housing in Tiburon. The population as a whole is expected to continue rising but the minority population, which has been decreasing is expected to continue doing so.

A large segment of the white population is employed in professional, white collar and some blue collar occupations. There are a small number of black professionals living in the county. The majority of blacks, however, are employed in unskilled or semi-skilled occupations in the county or other areas with relatively high rates of seasonal unemployment. The unemployment rate for non-whites has been as high as 37% of the

employable men between the ages of 17 to 35 and averages 15 to 20 per cent. Those white workers employed in occupations with seasonal work slumps have high unemployment almost the same as black or other non white workers. There are more than 900 families in this locale receiving AFDC payments.

B. THE SCHOOL SYSTEM

1. Organization of the School System

The Tamalpais High School District serves grades 9 through 12. There are five high schools. Three are traditional type schools. The other two are much smaller in pupil enrollment. One, San Andreas High, has seventy-five students. Mewah or Continuation School has an enrollment of sixty students. The Tamalpais Union High School District is fed students through eleven elementary school districts. There are 6200 students attending the three high schools in the Tamalpais District. The school district acquired three additional school sites in Marin City, San Geronimo Valley and Tiburon predicated on enrollment projections. But the enrollments, although increasing, have not been substantial enough for building a new school on any of the sites. The increasing difficulty to pass bond issues and changing community attitudes where new high schools should be built have all but shelved previous plans to build new schools in San Geronimo Valley and Tiburon. The school board and many community factions agree that the Marin City site will never be used to build a high school.

2. Financial Status of the School System

The current per pupil cost of education in the Tamalpais High School District is $1461.00 per year. There has been no tax election since 1959. At that time the rate was $1.90 for five years. It was extended indefinitely at an election held April 16, 1963 and increased in 1969-70 by legislative action to $1,935. The increase in educational cost is 8% per year and the projected tax base increase is 4 to 6%. Eighty five per cent of the budget is supported by the local tax base. Federal funding accounts for 2% of the budget and approximately 13% comes from various forms of state aid. The operating budget for 1970-71 was 8,563,000 and the budget for 1971-72 is 9,108,650. If this persent trend continues the district will be moving toward a deficit financial situation. This will require a cut back to a rate commensurate with the actual growth of the tax base.

C. SPECIAL FACTORS

1. Needs Assessment

Breakthrough Day in February of 1967 gave visible evidence of the frustration black students felt at their inability to influence or be part of the schooling process. Part of this frustration had manifested itself in serious racial conflict. An equally serious but often overlooked contributing factor was the poor performance and achievement of black students, most of whom entered high school with limited skills for the type of

work required. Baseline data covering a seven year period (1960-67) was collected which clearly illustrated that black students lag significantly behind white students in performance and achievement. A follow-up study of seven years indicated a high drop-out rate for black students with few attending two or four year colleges or being accepted into apprenticeship programs.

A cross section of the black community was interviewed to elicit their thoughts, ideas and expectations of the schools. The interviews with students had a recurring theme. They did not think they could do anything to influence, direct or control the course of their education. Nor did they think school personnel cared whether they succeeded or not. They failed to see how education was useful if skin color was the determining factor in getting a job.

Black parents were equally frustrated at the lack of interest shown by the school district in more adequately educating black youth. This anguish is borne out by the findings of the Coleman Report which tested half a million black and white students in the United States. The majority of black students tested stated they felt helpless and unable to control or shape their educational careers. The Coleman Report findings also supported our conclusion that the social environment of the school, in terms of resources provided by other

students, i.e. peer group effect, is more important than educational resources per se. The continued racial conflict between black and white students was emotionally damaging to black students. These factors indicated the necessity for an intensive program to augment the education of black students and to create a more favorable link between officials and black parents in Marin City.

Of all needs identified and analysed, the following two were judged most critical and provided the basis for formulating Project Breakthrough objectives and procedures:

Need 1A

The black students need to perceive his ability to succeed in school. One of the most significant findings on the Coleman Report on Equality of Educational Opportunity is that the black student's perception of his ability to control his environment has higher relationship to his educational achievement than almost any other factor. "...a pupil attitude factor, which appears to have a stronger relationship to achievement than do all the 'school' factors together, is the extent to which an individual feels that he has some control over his own destiny...The responses of pupils to questions in the survey show that minority pupils, except for Orientals, have far less conviction than whites that they can affect their own

environments and futures. When they do, however, their achievement is higher than that of whites who lack that conviction."[1]

Need 2B

The need to create an attitudinal environment within the black community which actively encourages and supports the black student on his path to school success.

The reasons Project Breakthrough gives priority to activities in the black community, specifically with parents and student peer groups, rather than in the schools, may be understood from the following conclusions of the Coleman Report: "Taking all of these results together, one implication stands out above all: That schools bring little influence to bear on a child's achievement that is independent of his BACKGROUND AND GENERAL SOCIAL CONTEXT; and that this very lack of an independent effect means that the inequalities imposed on children by THEIR HOME, NEIGHBORHOOD AND PEER ENVIRONMENT are carried along to become the inequalities with which they confront adult life at the end of school. For equality of educational opportunity through the schools must imply a strong effect of schools, that is independent of the child's immediate social environment, and that strong independent effect is not present in American schools."[2]

1. Coleman, James, Equality of Educational Opportunity, p.23
2. Ibid, p. 325

2. Historical Background

The following is a genesis of racial turmoil in the Tamalpais Union High School District. With few exceptions, black students attending these schools are residents of Marin City, an isolated black enclave adjacent to Sausalito. Most residents of Marin City arrived during the war to work in the shipyards. Black students who began attending Tamalpais High School in the middle 40's were victims of subtle forms of exclusion and discrimination. As the number of black students increased, racial misunderstanding also increased. Many black and white students were meeting each other in an integrated situation for the first time. They had fears, anxieties and untested assumptions about each other which the school rarely provided the opportunity to resolve.

At the same time the larger society was undergoing racial stress which spilled over into the schools. In the late 50's racial friction between black and white students became more serious, often resulting in racial slurs and fighting. From 1960 to 1965 black and white students clashed frequently in what seemed to be the perennial "rites of Spring". In 1963 the worst racial clash ensued with three hundred black and white youths fighting in front of Tam High. Although the police and school officials stopped the fight, the underlying tension and misunderstanding remained.

Most methods used to improve the situation were stop-gap measures which dealt with symptoms rather than underlying causes. Part of the problem was the rejection and alienation the black students experienced from teachers, counselors and administrators. Coupled with the day to day racial clashes with white students this created a vicious cycle inimical to the educational needs and interests of black students and black parents.

Black students in the Tam District, with a few notable exceptions, were graduating with very few tangible skills leading to entrance into colleges or apprenticeships in various crafts. In the mid 60's there was an ever-increasing chorus of dissatisfaction expressed by black parents and students about the lack of concern for the education of black youth by school officials at Tam High. Many black students said their teachers and counselors pushed them into educational oblivion by placing them in remedial, non-academic programs. They were placed in these programs on the basis of poorly administered, outdated tests from the feeder elementary schools. The drop-out rate was high for black students, their inclusion in college prep courses minimal and their grade point averages, reading test scores, IQ test scores and class ranking were low in comparison with white students. The majority of school clubs and school functions were white-dominated and socially

discriminated against black students. Decisions about the schooling of black students was often arbitrary with little concern shown for black students or their parents. This created a feeling of hostility and mistrust of the school by the black community which was rarely consulted or involved in the education of its children.

There were many attempted solutions. Racial hostility at Tam High created a tense, hostile and suspicious atmosphere for teachers as well as students. To reverse this non-productive process the following activities were implemented during the 64-65 school year:

1. A four month inservice human relations seminar for teachers was held to probe into some teacher behavior which inhibited black student performance in classes; to find immediate methods to abolish remedial courses that were in effect segregated black classes; to revise the counseling program so that it was useful for black as well as white students; to insure fair treatment of black students in discipline matters; to actively recruit more minority teachers and to provide equal opportunity for black students to participate in all school activities.

2. A year long group work project for black and white students in separate groups to discuss and resolve as many racial problems as possible. The combined group met at the end of the year and planned two joint programs, one in Mill Valley and the other in Marin City.

3. This group formed an ad hoc committee in the fall of 1966 which planned an all day race seminar (Breakthrough Day) for discussing racial conflict and planning activities for more understanding between black and white students. This

program was responsible for sharply curtailing outbreaks of violence between black and white students and markedly reduced tension and hostility on the campus.

4. Meetings of black and white parents from Marin City and Mill Valley to candidly discuss racial problems and to plan cross community visitation and more involvement in school affairs.

Project Breakthrough began operating in its current form September 3, 1968. For two years previous to that time (1966-68) there were a series of limited programs used on a limited scale. However, these initial programs though, were the impetus for the development of the present project.

There was some distrust and skepticism by many members of the black community about this proposed project. There were some parents and community leaders, both black and white, who saw the project as a political play to build a Black Power base. Still others viewed it as inimical to the thrust of intergration both in the schools and the larger community. Some factions, particularly in the black community, were chagrined because their particular group wasn't more involved in the planning. To resolve or counteract these ideas, the project director met with all these groups to discuss the community people who were involved in the writing of the proposal and the major ideas and activities of the program. Some useful suggestions by community representatives were incorporated

into the program prior to its submittal to federal officials in Washington, D. C. As a result, they received the endorsement of these disgruntled individuals or organizations which were included in the project proposal.

D. SCOPE OF THE PROGRAM

As previously stated, Breakthrough was conceived to service the Marin City and black students in the Tamalpais High School District. This segment numbers about 220 students. The specific objectives were:

1. To significantly increase the black student's confidence in his ability to succeed in school as a means of personal and social growth and achievement.

2. To provide black community environmental support for the student on his path to educational success by development within the black community an attitude which understands, values, supports and participates in the total schooling process.

E. PERSONNEL

The four community workers and the secretary were hired from the target area. Two community workers were drawn from recent graduates of the Tamalpais District. Neither has to this date acquired an AA degree. However, both have taken and completed courses at the local junior college. The other two community workers were initially parents of high school

students. One had completed two years of college, the other completed the eleventh grade. One community worker resigned during the early part of our third year. A replacement was not hired until August 1971. The sexual composition of the community workers was three females, one male. It now stands at two each. The director and his assistant round out the staff. Neither was from the target area. Both are college graduates with the director having a master's degree in social work.

When qualifications were established for job requirements, it was felt that formal education with the exceptions noted, was not to be a prime pre-requisite. Instead, it was decided that prior educational community involvement and a desire to work with students would be the main considerations. The age factor was also a consideration. The younger members established a definite age link while the more mature workers lent just the right amount of worldly experience and mother-wit that students need and can appreciate.

During the first two years of operation, an identity crisis appeared to exist for the younger staff members. They had trouble differentiating between their roles as professional staff members and recent high school graduates. They tended to over identify with the student and never fully exercised

their positions and responsibilities with the teachers and administrators. Coupled with this situation was the pressure of being from the target community and having to walk (in the eyes of the students, parents and community), that thin line between foe and friend. The same problem existed for the two older workers but not to the same extent, since their children were recipients of the services and less likely to be overly critical of their parents because of the family and age factors.

The director, who had worked for the school district since 1967, brought the only thread of continuity into the program. His understanding of the schools, the educational philosophy, the administrators, the programs and the teaching staffs was used as the basis for staff development as well as delineation of staff duties and responsibilities. In addition, his rapport with the black community and students made acceptance of the project easier in terms of its initial entrance into the school and community. The assistant director who was hired was the only staff member completely new to the entire situation. In behooved him to establish a relationship with each faction of the situation in order to carry out his respective task.

At the summation of three years, staff continuity has continued with the exception of one community worker's

resignation and a secretarial change. It is felt that this degree of commitment and experience on the part of the staff has helped to establish a tremendous relationship with the student population. Each staff member's name is synonymous with the Project. Those students who enter high school each year readily seek out the staff's assistance in most school matters. They have heard their older brothers and sisters, relatives and friends speak about the staff members. (Incoming students also see first-hand evidence in the community with the tutorial program, field trips, Black Student Union meetings and other activities).

The program, since its inception has been student oriented. Therefore, each staff member had as his prime responsibilities the development of the student in his actual academic and social endeavors. Initially the staff had to meet with district personnel to gain an understanding of their respective jobs and functions. They had to attend board meetings to familiarize themselves with educational policies, their development and implementation. They meet with departments and counselors to tell them of the project's objectives, to enlist their support and form a working relationship. These moves made the staff part of the school's operation rather than an appendage. They also served to breakdown some initial opposition to the project. Each worker was required with administrative and teacher approval, to visit classrooms.

The second phase involved direct work with students. Counseling and testing sessions were established. Tutorial sessions were started. A stronger black students group was established. Students were encouraged to use the community office as a educational and vocational resource center. In addition, all student groups, large or small, meet there with the staff, providing guidance whenever needed. Field trips, above and beyond those for a particular academic class, were started. Some trips occured at nights to create an educational fusion between students and their parents.

Hired student aides were placed with the young community to work on additional activities, such as a student newspaper, cross/age teaching with elementary school children and helping to plan seminars and field trips.

F. PROCEDURES

1. Organizational Details

The time period covered by this report encompasses the fiscal year July 1 - June 30, 1968-69, 1969-70, 1970-71. Thus this report covers the entire history of Project Breakthrough since its inception. As of July 1, 1971, Breakthrough has been incorporated under the fiscal umbrella of the Tamalpais Union High School District. However, part of the cost for this year's operation July 1, 1971 - June 30, 1972, has been borne by Title III because of Breakthrough's selection as part of a Title III dissemination program.

Breakthrough approached the problem it faced from a dual position. It, out of necessity, had to operate within the framework of the schools with their structured classes and time sequences. But it also had to make an impact in the community and transcend the traditional attitude that sees school as seperate from the meaningful life of students. Hence, Breakthrough activated a full scale operation in its community locale, as well as in the schools. Through an arrangement with the local Marin City government, the staff acquired usage of an old building directly adjacent to the community's recreational and operational areas. Hard work and staff enthusiasm made it into a viable educational entity that today stands as the focal point for most educational undertakings. As none of the schools during the first year provided the staff with adequate quarters, the community building served as it's main headquarters. Now however, each school has provided an office at the school and staff time is divided between the school and the community office.

The staff built into its operation provisions for periodic review. The reviews were done primarily by interviewing teachers and administrators who were involved with the students and staff by having student groups complete questionnaires which asked whether or not their needs were being met. The staff was further able to determine the effectiveness of what they were doing. Individual students, in addition to

student groups, were asked their opinions of the functioning of the program and what effect it had on them. When the feedback was assessed, decisions to change were made. During the first year of operation, it became apparent, through feedback, that the staff should spend more time at the schools and in certain classes. The situation was discussed and adjustments were made in time and priorities to accomplish this.

To accelerate staff development in the areas of student counseling and program implementation, inservice training sessions were established. Several aspects however, have to be taken into consideration. That people from the target area should be part of any project in that area is theoretically and pragmatically sound; that limited skills on the staff's part will retard movement of certain objectives and acitvities of a program.

In-service sessions were conducted in the community center with the consultant (social welfare professor) and the staff. The meetings were informal with staff members posing questions to the consultant. He in turn would probe and try to get the staff to really resolve their own problems. That is, he would solicit group responses until collectively it would appear that a reasonable solution had been reached. Neither much writing or formulation of strategy developed for future usage. Thus, much was lost.

2. Activities or Services

Activities of the program were basically broken down into three categories. Most activities were of a school nature and took place in the schools. These activities would include group and individual counseling, rap sessions, teacher-student and staff member meetings, parent conferences, classroom and class work assistance and Black Studies courses. Other activities were of a field trip variety. They occured as stated, in various places. Some activities were study trips to colleges and universities. Others were trips to industrial complexes. Cultural trips to plays and concerts also took place. Student-staff retreat seminars were an intricate part of field activities. Community activities were the third and final category. These activities included such diverse items as Ashanti Black Students Union meetings, tutorial sessions, small group parental meetings, seminars on current educational trends and movements, and hygienic information sessions. In each case, activities were geared towards the initial objectives of the program. School activities were primarily aimed at having the students improve their academic performances as well as their attitude towards schools. Field activities served a dual purpose. They broadened the students perspective of themselves and their environment. Likewise, the trips gave students an awareness of the job

market, the relationship between education and employment, and the complexities of a modern society. Community activities were an attempt to strengthen the connection between the schools and the black community. Activities of this nature brought the educational setting and its many components directly into the community. Parents could participate actively in meetings that directly affected the education of their children. They could meet and discuss problems with teachers who also served as tutors in the evenings.

Activities in all situations were done in accordance with existing school policy and procedure. Where school policy had no direct bearing on the activities such as tutorial sessions and seminars, every attempt was made to keep within the broad scope of educational responsibility and accountability. For school activities, the following methods of operation were set in motion. Every staff member was assigned to work with a respective class (freshmen through seniors). It would be his responsibility to meet with his student either collectively or individually to discuss all aspects of educational growth. The staff member also had to meet with the counselors and teachers who had his students either as counselees or students. Free periods, lunch time and after school time was used for most of the meetings. It was felt that students should be taken from class as little as possible.

A typical day could commence with the staff reporting to the schools in the morning. A history teacher might request that a staff member come to his room to help set up a study plan for a student. A counselor might request a meeting to discuss the possibility of a parent interview in the community or he might want to discuss the feasability of a student applying for a scholarship. Another staff member could be in the library meeting with students informally to talk about their studies. Plans could be started for a field trip in conjunction with a social studies class. This venture would involve the co-operation of the administration, the teachers, staff, students and parents. Any staff member could be given the responsibility for co-ordinating the trip.

In the afternoon, staff members could meet collectively to discuss certain problems. Representatives of other agencies might be solicited for help or information. An agenda might be written for a Black Students Union meeting; films picked up or speakers contacted. The day might end in a tutorial session with ten or fifteen students present, or perhaps just a rap session with two or three students sitting around talking about things that are important to their lives.

No grouping per se was attempted in most endeavors. Each student was given an opportunity to participate in as many

activities as he or she could. It was felt that the differences in maturity would contribute to the understanding and depth of each trip. Seniors were expected to exercise some leadership qualities, both while on the trip and in subsequent discussions. Most groupings involved various numbers of students. However, on trips of some duration, a thirty to one ratio was maintained.

Students were appraised of their individual progress through report meetings, letters and report cards. Most students generally were aware of how they were doing academically. What really mattered was a commitment to alter his pattern of school involvement in order to progress in achievement. Parents received progress reports sent by school personnel denoting their child's performance or lack of it. In severe cases, home visits were made either by the staff or teacher.

Each striving was seen as a motivating tool from a five minute one-to-one session to a class group meeting. Students were constantly asked to see education as a survival tool. Praise and criticism were both forthcoming when it was deemed appropriate. The emphasis was always on the idea that achievement and understanding were intertwined with one's perception of himself in juxtaposition with his community given certain factors.

In retrospect, of the great variety of activities during the three year period, five seemed most effective in terms of achieving major objectives:

Utilization of the community building irrespective of the particular function; weekend seminars which involved an analysis of black music, literature and history; an annual orientation lunch for incoming freshmen and a annual breakfast, evening affair for graduating seniors and their parents; in school activities, particularly on-site class work assistance and counseling sessions; publication of a magazine MARIN CITY USA. Project student aides and other students in high school, Junior College and college spent a year photographing the life of black people in Marin City. In addition a "black writers workshop" comprised of fifteen students wrote essays, poetry and prose expressing anger, pain, love and pessimism about their life in a black community. With the aid of several artisans and a local print shop, Graphic Arts of Marin in Sausalito, these materials evolved into an excellent 48 page magazine, MARIN CITY USA. The publication was reviewed in several Bay Area newspapers and sold in leading book stores in Marin County and adjacent counties. Money earned was used by the B. S. U. to pay part of the expenses for two black students from Marin City to go to Europe on the International Student Exchange Program, for several summer trips for elementary students in Marin City, for partial refurbishment of the Tubman

Center (Project Breakthrough headquarters) in Marin City, and for scholarship aid to a limited number of black students.

3. Instructional Equipment and Materials

One major aspect of the program was the introduction of Black Studies courses into the curriculum. A concerted effort was made to find a teacher who had the skills necessary to teach the adopted courses. First and foremost was the need for a teacher of an African language. Like so many other school districts, the clamor in the Tamalpais District was for Swahili. Unlike a lot of districts, no attempt was made to placate the black students with an incompetent teacher who happened to be black and had acquired a minimal knowledge of Swahili. The project director and the foreign language finally located an instructor who not only possessed the necessary language skill but was also able to teach African Culture and History as well.

In all, five new courses were introduced. They included Swahili, African Culture, Afro-American Literature, Black History and the History of Jazz. Teachers within the school district volunteered to teach most of the courses. A black teacher with a major in History was hired to teach some of the courses at Redwood High School, one of three schools in the district.

Since no textbook existed for teaching Swahili at the secondary level, the teacher wrote his own textbook. Books used in the various courses were not obtainable through regular channels and were usually purchased from several black book stores in the area. Instructional equipment and materials were obtained not only from the source noted, but from film distributors, college bookstores, private donors and public broadcasting companies. Staff and teacher kept open lines of communication in order that assignments could be augmented by the latest materials available.

Teachers of courses not considered Black Studies drew upon the same sources and incorporated certain books and films into their lesson plans. The obvious attempt in this direction of course, was to allow the student an opportunity to study material germane to their own situation and in turn motivate or activate her to higher academic performances. A secondary aspect was a chance for teachers to try new methods of presenting sourse material. Some materials such as films, books, records and speakers were also utilized in the evenings with students or parental groups.

Of equal importance was the establishment of a resource center in the community center. This factor enabled students to borrow books and reference materials perhaps not obtainable

at the schools or the local library. In addition, an attempt was made to have parents and community people borrow books to increase their own awareness and appreciation of the Black Experience. Soon after this service commenced, the county decided to establish a permanent library within the community.

Although reading per se was not one of the most important facets of the program, every effort was made to infuse the idea of reading into the program. Written material was used in every conceivable way from college handbooks to community pamplets. Written reports on field trips were required of student aides explaining the merits derived from such trips. Information on education programs in other communities was made available to the staff for their edification and then discussed at staff meeting. At B.S.U. meetings, students at times were required to read news articles of particular interest to them. There would then be discussions around the articles. On seminars and after group meetings, students were encouraged to go off alone either to read of reflect on what had taken place at the gathering of the groups.

4. Parent-Community Involvement

Two approaches were used to create a realistic role for parents in the program. Initially, in formation about the scope and purpose of the project was dissemination to all Marin City organizations, churches and interested persons by the project staff and advisory committee. The project staff met with each organization to explain the objectives of the program, procedures, activities and anticipated results. This gave the staff an opportunity to meet with parents whose children had either completed high school or had dropped out as well as parents of students currently in high school or soon to be high school students.

We expanded the Marin City Parents Organizations which was comprised of black parents of high school and college students. Meetings were held bi-monthly to discuss project activities and initially, to explain the idea of having an educational center, financed by school district funds, staffed by community people and located in the community. We further explained to them that tutoring, counseling and different types of educational activities would be a reality. In addition we indicated that the center would be capable of providing films for parents to view, speakers on a multitude of subjects and a focal point for field trips to various places for parents.

During these initial bi-monthly meetings, many parents were shy and reticent to speak either about their expectation of

the school, their children or themselves. Gradually they overcame their reticence and began to talk about the school and community and what type of information they needed to enhance their childrens education. These meetings led to more individual contact with parents for information or assistance in planning their sons or daughters school program. Over a three year period there has been a continued increase in the number of contacts between black parents, the project and the school. Black parents have also assisted in planning activities for parents as well as providing ideas for student activities.

Community groups, depending on their interest, often helped plan a specific activity or provided resources if needed. They were sent a monthly newsletter which outlined current and proposed activities. Staff members met with these organizations as requested.

G. BUDGET

The funds for Project Breakthrough were obtained from Title III of ESEA. The total cost of the program for the three year funding period was $155,000. The period covered was from June 30, 1968 to June 30, 1971. The "start-up" cost of the program was $5,500 for capital outlay equipment in the first year 1968-69. Capital outlay for the two succeeding years was $1,000. The continuation cost for the three years is $149,000.

The largest category was the salaries for the staff and student aides. The staff of Assistant Director and four (4) Community Workers salary cost was $34,000 for 1968-69, $36,200 for 1969-1970 and $38,856 for 1970-71. There was $18,500 expended for a secretary over the three year period. In addition, $7,000 was spent for student aides and tutoring during the three years of the project. Three thousand dollars was spent for consultants and five hundred was spent for office supplies. Rental of the Tubman Center in Marin City was $2,400 per year or $7,200 for the three year period from 1968 to 1971. The budget for the program was not computed on the cost per pupil because many activities included parents. Parents were included in the field trips, seminars, tutotial program and other activities which doesn't fit the usual per pupil cost computation.

H. DISSEMINATION

The staff had little time and no budget to carry on a careful dissemination program outside the dsitrict. The director is frequently invited (approximately once a month) to address groups of educators outside the district on the problems of black education and uses these opportunities to discuss Project Breakthrough. Individuals or groups visit Project Breakthrough on the average of once per week.

In April 1971 San Francisco Channel 4 presented a half-hour documentary on Project Breakthrough. However, this documentary and other media coverage have been unsolicited and not part of a planned program of dissemination.

I. PROJECT COSTS

1.	$213,132	Total Costs of Project Since Inception
2.	59,000	Total Non-Federal Support
3.	154,132	Total Federal Support Under Title III, ESEA
4.	71,000	Total Costs - Past Budget Period
5.	21,000	Total Non-Federal Support (Past Budget Period)
6.	50,000	Total Title III Support (Past Budget Period)
7.	5,000	Developmental Costs Since Inception (Estimated)
8.	0	Estimated Developmental Costs (Past Budget Period)
9.	10,000	Estimated Implementation Costs Since Inception
10.	0	Estimated Implementation Costs (Past Budget Period)
11.	200,000	Estimated Operational Costs Since Inception
12.	50,000	Estimated Operation Costs (Past Budget Period)

PROJECT BREAKTHROUGH - AN EVALUATION

Submitted under contract to Lanny Berry

by

Donald H. Kase

June 1971

PROJECT BREAKTHROUGH EVALUATION

The Evaluation Process

Perspective

A white, middle-aged, middle-class, professional working as a participating evaluator of an all black education project in a high wealth school district in a county with one of the highest per family incomes in the U.S. is the context within which this evaluation was conducted. Project headquarters is located in the "Tubman Center," one of the original residences in Marin City where a significant majority of low income black Marin County residents live. As well as being the offices of the project, the Center is approximately two miles from Tamalpais High School, where over two-thirds of the black students attend regular classes and is within walking distance of their homes in Marin City. A relatively small number of students attend either Redwood or Drake High Schools, which, for them, makes the Tubman Center somewhat more remote, although the staff pays regular visits to these schools.

As of this writing, the evaluator visited the Tubman Center approximately 50 times during the period September, 1970, through June, 1971. Although several of these visits were perfunctory in nature, some lasting but a few minutes, several were devoted to intensive discussions with both the full-time staff and part-time

student staff. This casual, in-and-out, visitation practice probably helped in some degree to increase the evaluator's visibility as a project participant albeit a "honky evaluator."

Initially, the staff, both regular and student, were merely tolerant of the white evaluator's presence at the Center. Clearly evident was the feeling that the evaluator was a necessary evil. Their attitudes seemed to be, "let's make the motions and sounds, play the man's game, and let it go at that." Early discussions were strained in the embarrassment of being asked questions they had asked themselves many times, and a wish to not reveal more than what seemed necessary, not trusting the evaluator. Although never mentioned, but surely in their minds, was the fact that for the 1969-70 school year the evaluator was a black psychologist from the university, and for the current year the evaluator is white.

Later discussions revealed an array of highly charged feelings and problems black students have in their struggle through the high school experience. Many of these rap sessions were quite candid revealations about black student educational experiences and perceptions of themselves, their family attitudes about education, the school environment, the attitudes of teachers and counselors, peer relationships, and the overall social scene - including black-white student relationships. Directly or

indirectly the focus was on relationships of these experiences and perceptions to learning and the learning process.

The evaluator tried to give frank and candid answers to questions, expressed his frustrations with the staff when things were not going well, offered his opinion about their perceptions of the social scene, and generally tried to make a part of the evaluation their own. At the first meeting with the staff the contract was read to them, the amount of money involved, what the evaluator was supposed to do, and what they were supposed to do. They were told by the evaluator that it was as much up to them to make sure he earned his money as it was up to the evaluator; they were encouraged to express their feelings about what was going on and to evaluate the evaluator, which happened frequently.

The evaluator's relationship to the project is now one in which, while remaining skeptical, students and staff more freely communicate and reflect trust. Although still testing the evaluator's ability to take a ribbing, to handle inside jokes, and ricochet remarks, it is now done openly, and in good humor, (Playing the dozens is an important pastime). The evaluator learned much from the students and the full-time staff. As one student said recently to the evaluator, "Since you seem to have

learned so much from us, you should pay us rather than the other way around." He may be right.

Although the evaluator has had a long-time acquaintence with the project, including participation in its development for funding under ESEA, Title III, he nevertheless found himself caught in a dilema. On the one hand he had a contract listing expected procedures to follow and outcomes to produce. On the other hand it soon became evident that something more involved was required if the evaluation was to be genuinely useful to the students and to the project staff, i.e., to make part of the evaluation process a dynamic, cybernetic, system, in which the students learn and change and the staff learn to be more effective.

For example, the evaluation report of the previous year was scholarly, had technical finesse, and clearly anticipated some of the findings reported below. As stated by the evaluator himself, he "...he was requested by the students on many occasions to simply sit and interact with them regarding personal and vocational issues." But the evaluation report was necessarily limited to a technical analysis of data obtained "...to demonstrate the impact of (Breakthrough's) experiences on the students; their changed vocational perceptions; their self-concept; and the value they reported as being derived from this project."

The report performed this task very well indeed, thus satisfying a formal bureaucratic, political, and logical requirement of ESEA, Title III. The 1969-70 evaluation report showed clearly that Breakthrough was showing signs of being successful (based on pre-post testing and the use of control groups in another county), and it contained insights regarding both successful and non-successful aspects of the project. This should not be construed as a criticism of the report itself, but like many similar reports, it reflects an evaluation philosophy of collecting and analyzing data in the spirit of a relatively disinterested, uninvolved scientific objectivity: the questions asked and how they are operationalized as "measuring instruments", the methods for getting answers to the questions, how these answers are analyzed, and how the analysis is interpreted are procedures designed to limit "measurement errors", "sampling errors", biases of one kind or another, and the ever-present concern for high reliability and validity are all part of the mystique of what it is that is "objective evaluation" for decision making and for the advancement of knowledge about human activity. Without these desireable operations, evaluation is loose and not too helpful in the long run.

But the project staff, both student and full-time, are supposed to be both learners and facilitators of learning; they are expected to be changing and agents of change among black students

specifically, and white students, hopefully. Their task is to "increase achievement academically" and to "increase the feeling among black students they can be successful." If the students and staff are not intimitely involved in the evaluation process, it is difficult to see how they can grow as individuals and help others to do the same; they cannot be expected to produce an increase in academic achievement unless they "buy" academic achievement as having positive valance for themselves; they cannot increase in others the feeling that one can succeed until they themselves have had the experience of being successful; they cannot be expected to act on evaluation information unless they perceive themselves as being actors in the drama of trying to create an effect.

A sterile objectivity as the shepherd of a non-biased empiricism is well and good for those who understand the rules and the consequences for breaking those rules, but as a process for mediating human endeavor to fulfill a personal and societal need it is of very limited value.

The white evaluator of an all black student project, if he is to take seriously the need for people who are to be affected by decisions to have a voice in their making, is in a difficult position. A basic distrust of a representative of the dominant

power structure, by the students and staff had to be worked through; a new language nuance, and communication style had to be learned; a different approach and style to doing things had to be understood; and developing an empathy for, a willingness to enter into, and an acceptance of the black student dynamic all contribute to, and compound, the difficulties of an evaluator who is supposed to satisfy the formally construed system of evaluation and yet remain credible to those who are being "evaluated" by making evaluation meaningful and useful to the extent possible. By involving students and staff in creating the instruments of evaluation, their content, the analysis and interpretation process, there is an increased chance that students may be influenced toward the project's objectives: what is being proposed is an institutionalization of the "Hawthorn Effect" in contrast to its elimination or control.

Evaluation Activities of the Regular and Student Staff of Breakthrough

Student Questionnaire. (Appendix A) The student questionnaire is a 100 item instrument in which each item is polatized on a six point rating scale. For example,

I don't want to stay in school. / / / / / / I do want to stay in school.
1 2 3 4 5 6

The evaluation consultant interviewed the project students and staff on two seperate occasions on what they considered important, educationally significant, experiences during their school career. The consultant wrote the 100 items, using the words and phrases expressed by the students. The items were reviewed by the staff and students for accuracy, relevancy, and meaningfulness to them, i.e., a check on face validity. As a result of this meeting, several of the items were changed in varying degrees, a few were eliminated, and new items created. The project staff had a final review prior to typing.

Although no effort was made to seperate items into logical clusters with respect to their content, the number of items in each content area is roughly proportional to the frequency of mention by the students. Areas covered include family, peer, teacher and "system" relationships, academics, self-image, occupational desires, and motivation for learning.

An additional 16 "agree-disagree" items were inserted at the end of the questionnaire which were written by the evaluator. (Significantly, these items were never tabulated by the student staff of the project, although requested to do so on two occasions).

The staff and students administered the questionnaire in October and November, 1970, and again in May, 1971. Students were pulled out of classes in groups to administer the instrument. Many students required well over two hours to perform the task and a few did it in less than an hour. During the first administration, there was much grumbling among the students about the questionnaire, the apparently redundant items, and the questionnaire's lack of meaning. It took fully two months to obtain the data from all students for the first administration, but only two weeks for the second administration. The second administration was done more informally, with less fanfare, and on a small group and individual basis; there was also much less grumbling about the instrument, presumably because the students were familiar with it and because it had more meaning to them, since the staff of Breakthrough better able to describe its purpose.

Breakthrough students and regular staff tabulated and interpreted the findings with the assistance of the evaluator limited to creating a tabulation format and helping students understand the process by which the data could be interpreted. After the initial administration of the questionnaire, and after its tabulation and computation of arithmetical averages for each item for each grade level, the students began the somewhat painful process of interpreting the findings. Discussion sessions were held in

which the evaluator suggested ways of going about the interpretation. One student suggested using the highest and lowest scoring items for interpretation - a suggestion that was agreeable to the others. Although the interpretation took several weeks, the students did it, and they typed it (See Appendix B). For a task that would present numerous difficulties for a professional, these students performed a credible feat of interpretation. One thing is certain, the questionnaire and its implications had some meaning to Breakthrough, more so, at least, than had a whole procedure been handled exclusively (although faster) by the consultant.

The second administration of this questionnaire was tabulated by merely indicating the number of students whose responses shifted in WHAT THE BREAKTHROUGH STAFF AND STUDENTS perceived as a "positive" direction, which in some instances would not be necessarily in agreement with this evaluator's percention of "positive". One difficulty with this approach to analysis, while meeting the technical requirements of non-parametric statistics, is that the magnitude of the changes in student perception is lost. The evaluator felt it more important to give the students a feeling of closure and success than to belabor teasing statistical finesse out of loosly constructed items. These individual pre-post shifts were converted to percentages and discussed with

regard to their meaning during two meetings with the staff at the Tubman Center. Because of the pressure of time, the evaluator took notes and interpreted this data with no added input from Breakthrough students or staff. This is regretable because it robs the students of the experience of writing a "final report" about a project that is of great meaning and import to them, not only as individuals, but also to other Black students in the district.

High School Staff Questionnaire (Appendix C). This questionnaire was developed in the same manner as described above. That is, the Breakthrough staff was questioned about the kinds of questions that should be asked of teachers and counselors about the project. A trial set of questions was written by the evaluators, and the staff reviewed them and made suggestions. The final form was given to all teachers at Tamalpais High School and to a small sample of teachers at Redwood and Drake. The questionnaires were collected by the Breakthrough staff. Tabulations were done by the evaluator, in-as-much as both student staff and full time staff had more than they could handle already.

"Dig" Questionnaire (Appendix D). This questionnaire consists of 14 "yes-no-no comment" questions asked of the students in both September and May. It was developed by the staff prior

to this evaluator's presence on the project. Regrettably, the questionnaire administered in September was inadvertantly discarded before any tabulations were made. Results reported below are for May, 1971. Again, students tabulated the results, but did not participate in their interpretation due to time pressures.

As the skilled professional will readily recognize, by following this procedure of placing a significant emphasis on student and staff participation in developing, analyzing, and interpreting instruments of evaluation, much in the way of research elegance is sacraficed. This is not, of course, a necessary concomitant of "involvement" strategies. But in this instance it is a start toward making evaluation useful to those being evaluated, which can readily be improved with respect to research sophistication during each succeeding year of the project. When the full-time staff and the student staff are able to carry out with dispatch the required evaluation procedures and interpretations, there will no longer be a need for Breakthrough - it will have already occured.

Evaluation Activities of the Independent Auditor

An independent evaluation of Breakthrough's success was made by a nationally recognized authority on educational problems

of black youth, Mr. Reginald Major. A San Francisco resident, he was selected because of his intimate knowledge of education in the Bay Area, and because of his knowledge about former Tam students who are now attending San Francisco State College, where Mr. Major had recently directed the college's OEO program. It was hoped that an independent black evaluator who has "made it the hard way", and who has recently published a book which examines black political and social movements, would influence the students positively by providing a role model with which students could identify.*

Mr. Major was requested to evaluate the "success" of the project using whatever criteria he chose, but within the framework of the formally funded objectives and a knowledge of what was expected of the project by district personnel. He interviewed both the student and regular staff of Breakthrough, and conducted interviews with the regular staff at Tamlapais High School and with black parents residing in Marin City. Individuals selected for interview were known to have a variety of opinion and attitude. All interviews were unstructured, free-flowing, and open-ended. He was encouraged to follow his instincts and interview anyone he wished. All records and files were open to him for study, with a full appreciation of their confidentiality.

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*Reginald Major, A Panther Is A Black Cat, William Morrow & Co., Inc. New York, 1971, 308pp.

Evaluation Activities of the Evaluation Consultant

The consultant reviewed previous evaluation reports, reviewed project reports, discussed the project's evaluation requirements with the staff and students, designed instruments of evaluation, outlined procedures of analysis and interpretation of the student and staff questionnaires, and worked as closely as possible with the project throughout the year. He recommended testing procedures, participated in discussions regarding continuation of the project, examined possibilities of publishing an article describing the project, and examined funding sources in order to continue the project after termination of ESEA, Title III support.

The evaluator performed no formal statistical analysis of the data because there were no funds to do so, because for the staff it would have been meaningless, and because the loose construction of the questionnaire warrents only an analysis to improve reliability. However, these technical improvements should be made, and much thought and work should be devoted to measuring student perceptions. Approximation methods were used to identify highly unreliable items in the student questionnaire.**

**Walker & Lev., Statistical Inference, Henry Holt & Co., New York, 1953 Chapter 16.

RESULTS

Student Questionnaire

This questionnaire was first administered to all 190 black students in the district by the project staff during October - November, 1970. Of the 140 returned, 131 were sufficiently completed for tabulation. The evaluator created a format for the student and full-time staff to tabulate and compute item averages for each grade level. The 15 highest and 15 lowest item averages were identified for each grade level and placed on graphs to show shifts from grade 9 through grade 12 and to identify grade level commonalities, if any.

Overall, these graphs suggested that black students generally start the 9th grade with relatively high optomism and enthusiasm. As they progress through the grades, disillusionment and disappointment sets in in grade 10. Although during grade 11 there is a tendency for students to feel somewhat more optomistic, indicate an overall decrease in averages scores on items concerned with their self-image and chances for success, but these scores increase on items dealing with peer and parental attitudes of support. In general, as students progress through high school experience their feelings shift from high enthusiasm to low

enthusiasm, from high to low motivation, and from high to low expectations from the courses they take. On the other hand, they appear to experience increases in family support, peer support, and the feeling they can be successful as human beings, but on terms that are at a variance with what the white education community might desire.

The student interpretation of these items constitutes Appendix B and should be read at this point. The total picture is better expressed in the students' own words. A case in point:

> Item #53: Freshmen don't seem to feel helpless in school, but when they become sophmores they begin feeling very helpless, probably because they are black and feel all alone and they know its time to stop jiving now and they really don't know which direction they're going in. When they become juniors they become more adjusted to this environment and have more confidence so they seem to do a little better but when they are seniors something seems to pop; they seem to become more confused than ever and also more helpless.

The questionnaire was administered a second time in May, 1971. Of the 138 returned, 128 were used for a "pre-post" change comparison. As indicated in an earlier section, changes were determined by simply indicating positive change by (+) and negative change by (-). These pluses were summarized across all items for each grade level.

From Table I it will be observed that as students progress from grade 9 through grade 12 DECREASING PERCENTAGES make positive shifts over the seven month period in their perception that:

they wish to stay in school
teachers like them
teachers know them
teachers know what they (teachers) are doing
they can do well when given assistance
people are trying to help them
they are "coping out"
there are people they can level with
learning is important (of the kind usually expected)
they feel important as individuals in school
they can make it
take courses they want
their friends are getting good grades
they understand what counselors are supposed to do for them
teachers teach what they want to learn
going to school is "cool"
courses turn them on
to be successful one does not need the right contacts
their teachers are satisfied with them
their fathers are dissatisfied with them regarding their school work

That is, from this data it appears that students feel they become increasingly disenfranchised from the system in terms of the decreasing number of students who indicate they feel better about themselves and what they perceive as improvment in their educational lot.

Also from Table I, INCREASING PERCENTAGES of students make positive shifts over the seven month period in their perception that:

the teaching staff does not make fun of them
when they have a problem
they do want to learn something in school
they do enjoy learning what is being taught
going to school is "right on"
people care what happens to them
they can do well without someone's help
being able to do arithmetic is useful
they like doing arithmetic
teachers understand them

TABLE I

STUDENT QUESTIONNAIRE

PERCENTAGES OF STUDENTS INDICATING POSITIVE CHANGES IN RATINGS

FROM OCTOBER-NOVEMBER, 1970 TO MAY, 1971

	GRADE LEVEL			
	9	10	11	12
1. Want to stay in school	36%	16%	5%	5%
2. School is fun	44%	50%	39%	31%
3. Teachers like me	47%	42%	39%	26%
4. Counselors like me	35%	42%	21%	31%
5. Teachers know me	38%	34%	34%	31%
6. Teachers know what they are doing	38%	34%	13%	2%
7. Counselors know what they are doing	44%	17%	39%	37%
8. I do not feel lonely in school	20%	42%	26%	37%
9. School people do care what happens to me	35%	50%	35%	42%
10. Can do well in school with someone helping me	41%	37%	35%	21%
11. People in school are helping me	55%	43%	26%	26%
12. Not afraid to speak up in class	38%	37%	30%	37%
13. Not a cop out	50%	37%	35%	31%
14. Many school people try to help when I have school problems	44%	25%	30%	26%
15. School system does want me to do well	41%	31%	34%	31%
16. School people do not make fun of me when I go to them with a school problem	38%	37%	26%	42%
17. Many school people I enjoy talking to	38%	17%	21%	21%
18. Many school people I can level with	35%	25%	26%	.21%
19. There is a purpose in going to school	35%	17%	21%	5%
20. No matter what I do, I can win	50%	28%	26%	47%
21. I have decided to try to learn	44%	25%	17%	21%
22. Learning is important to me	35%	21%	30%	5%
23. I do want to learn what they try to teach in school	44%	31%	26%	47%

	GRADE LEVEL			
	9	10	11	12
24. I do enjoy learning what they try to teach in school	38%	17%	26%	57%
25. Going to school is right on	32%	17%	26%	42%
26. Many people care what happens to me	41%	31%	34%	57%
27. Can do well without someone helping me	44%	31%	4%	37%
28. Parents feel it is very important to do well in school	20%	16%	4%	10%
29. Parents feel I will get a good job	38%	28%	30%	26%
30. Could get better grades if I wanted to	38%	42%	30%	26%
31. I understand what they try to teach in school	41%	28%	56%	37%
32. Understand what they want me to learn	35%	34%	43%	42%
33. Enjoy one or more of my classes	20%	43%	39%	26%
34. Very seldom do I feel like running away	17%	43%	35%	31%
35. Enjoy going to school	26%	34%	35%	21%
36. Feel important at school	50%	34%	30%	26%
37. Feel important at home	44%	42%	52%	47%
38. Want to succeed in school	14%	31%	8%	26%
39. If I could really talk to someone, I could do better in school	26%	34%	35%	31%
40. Do need someone to talk to in school	35%	46%	48%	42%
41. Can talk about school with my parents	26%	16%	26%	21%
42. Do not feel lonely when at home	29%	25%	39%	31%
43. Able to write what I think is important	38%	43%	43%	21%
44. Able to read is useful	23%	25%	12%	10%
45. Able to write is useful	32%	34%	43%	26%
46. Able to do arithmetic is useful	38%	46%	65%	15%
47. Able to read is important	14%	16%	30%	15%
48. Able to write is important	26%	34%	39%	15%
49. Do like reading	47%	43%	52%	37%
50. Do like writing	35%	46%	30%	31%
51. Do like doing arithmetic	35%	42%	30%	52%
52. Possible to do well in school	35%	43%	43%	31%
53. Do not feel helpless in school	44%	31%	43%	31%

	GRADE LEVEL			
	9	10	11	12
54. Parents are interested in my school work	55%	31%	52%	42%
55. Friends think it is very important to do well in school	55%	28%	65%	42%
56. Understand clearly everything I read	50%	28%	30%	42%
57. I can make it	26%	28%	8%	5%
58. If I could take the courses I want to take, I could do very well in school	32%	43%	39%	26%
59. Do take courses I want	44%	56%	30%	31%
60. Like to talk to teachers	50%	42%	35%	42%
61. Like to talk to counselors	38%	31%	21%	31%
62. Most of my friends get good grades	44%	50%	26%	15%
63. Do understand what a counselor is supposed to do for me	38%	31%	17%	15%
64. They do teach what I want to learn	55%	31%	26%	21%
65. Going to school is cool	47%	46%	35%	21%
66. When I do well in school, my friends do not thing I [illegible] a sell-out to the honki[illegible]	47%	28%	48%	10%
67. My courses turn me on	50%	42%	26%	21%
68. Want my parents to meet my teachers	41%	31%	21%	37%
69. My teachers are welcome at my house	44%	31%	43%	31%
70. My parents would enjoy talking to some of my teachers	35%	37%	35%	37%
71. Think my parents would dig some of my teachers	35%	37%	35%	37%
72. My parents would be much better off if they had a better education	50%	37%	39%	26%
73. Best friends do feel the same way I do about school	52%	43%	56%	31%
74. Someday I'll have a good job	29%	31%	21%	21%
75. Best friends will have a good job	52%	31%	48%	26%
76. Successful brothers and sisters do have a good education	50%	16%	39%	31%
77. Successful brothers and sisters are black honkies	47%	31%	26%	31%
78. Successful brothers and sisters are cool	35%	21%	56%	21%

	GRADE LEVEL			
	9	10	11	12
79. Successful brothers and sisters got lots of help in school	52%	37%	35%	26%
80. To be successful, you need the right contacts	44%	43%	39%	21%
81. I have the right contacts to be successful	50%	28%	39%	5%
82. Some of the things that keep me down school can help with	41%	34%	52%	36%
83. When I try hard, I really do okay	32%	46%	26%	26%
84. I'll keep on trying and I won't give up	20%	43%	21%	36%
85. I'm being held down	38%	37%	43%	10%
86. I have as good a chance of doing well as others	32%	42%	21%	37%
87. Teachers treat me like I have good sense	52%	50%	35%	21%
88. Teachers think I'm smarter than I am	47%	28%	60%	10%
89. Teachers think I understand more than I do	44%	21%	43%	15%
90. Teachers do understand me	41%	46%	48%	52%
91. I do better in school than I did 3 years ago	32%	50%	48%	37%
92. I will do very well because I'll spend 4 years in high school	29%	31%	39%	10%
93. Teachers usually expect more of me than I do of myself	41%	37%	43%	31%
94. Teachers seem to be satisfied with me	47%	42%	26%	26%
95. My father usually seems to be satisfied with me	41%	25%	21%	21%
96. My mother usually seems to be satisfied with me	23%	37%	26%	21%
97. I can study at home	55%	34%	17%	21%
98. My counselor usually seems to be satisfied with me	38%	28%	26%	31%
99. I get on better in school than any of my brothers or sisters at home	44%	25%	43%	21%
100. I'm the best student in my family	25%	37%	26%	5%

These positive trends indicate that there are areas in which students perceive improvement during the seven month interum between the pre and the post testing. As students progress through school, they indicate a positive shift in teacher attitude, that people increasingly "care", and that they probably can be successful. These results are not clear cut however. For example, while students perceive teachers as increasingly not liking them, knowing them, or are not satisifed with them, as they progress through school, also believe that teachers increasingly understand them and increasingly feel teachers accept their problems by not making fun of the problems.

Overall, the data does not indicate an overly optomistic state of affairs, although this judgement should be tempered with the realization that in the final analysis some of the items may be found to be unreliable. Nevertheless, one thing is clear: when students enter the 9th grade they become increasingly enthusiastic, turned on, optomistic, and generally positive in their attitudes about school and themselves. This is evidenced by the fact that 66% of the 100 items dropped in positive change from grade 9 to grade 10, 52% of the items dropped from grade 10 to grade 11, and 65% dropped from grade 11 to grade 12.

Unfortunately, there are no previous data with which to compare these results for the purpose of assessing Breakthrough's

contribution to these perceptions. Discussions with the Breakthrough student staff, however, suggests the younger students are more likely to feel the impact of Breakthrough than students in grades 11 and 12. Whatever the impact, it is but a small force in the larger educational context and should be strengthened.

"DIG" Questionnaire

This questionnaire was distributed to the 190 black students in the district and were returned (it takes its name from the introductory salutation). Table II is a summary of responses to the form, and indicates students attitudes about selected aspects of the project.

TABLE II

PERCENTAGES OF RESPONSES TO QUESTIONS ON THE "DIG" QUESTIONNAIRE

Project Breakthrough should:	YES	NO	NO COMMENT
Extend its tutoring program	88.4%	2.9%	8.7%
Do away with its tutoring program	2.9%	87.9%	9.2%
Visit the school more often	78.2%	6.4%	15.4%
Visit the classrooms more often	69.5%	5.9%	24.6%
Have more group meetings with the students	87.9%	4.3%	7.8%
Have less group meetings with the students	5.6%	81.1%	13.3%
Have more individual meetings	76.0%	7.0%	17.0%
Have less individual meetings	6.7%	81.0%	12.3%
Keep students better informed about Breakthrough	95.0%	0.0%	5.0%
Take groups of students to more affairs	94.0%	4.0%	2.0%
Make available extensive college material	82.0%	4.2%	13.8%
Make available extensive vocational material	82.5%	o.7%	16.8%
Help bring in more Black speakers	95.8%	0.7%	3.5%
Go out of existence	11.7%	70.5%	17.8%

Although there was some variation between Tam students and the combined responses of the students at Redwood and Drake, none

were large enough to warrant seperate interpretation.

The students are overwhelmingly desirous of having more Black speakers, being better informed about the project, going to more "affairs", and having the tutoring program extended. Although all other questions were responded to very positively, nearly 12% indicated the project should go out of existence and nearly 18% checked "no comment", indicating that nearly 30% of the responding students have some reservations about the project. That 30% also were either non-committal or not in favor of more frequent visits to the classroom raises the possibility Breakthrough is creating enough anxiety among some of the more reticent students to warrant a wish for the project to disappear; thus suggesting the project may, in fact, be "Breaking through."

High School Staff Questionnaire

This questionnaire consists of 10 open-ended questions distributed to all staff members at Tamalpais High School, of which 34 were returned sufficiently completed to be useful for analysis and reporting.

Table III shows the frequency of response to each question as interpreted by the evaluator. No attempt was made to classify responses according to content other than negation or affirmation

of the question. When a staff member answered a question in such a way that it could be classified in two or more ways, each was tallied. The N's, therefore, vary from question to question because of these multiple responses.

TABLE III

TABULATION OF STAFF QUESTIONNAIRE RESPONSES

		Frequency of mention
What is Breakthrough all about?	Learning	11
	Improve self image	7
	Related educational benefits	21
	No response	1
	Don't know	1
During the past three years any overt changes among black students?		
In general:	Generally positive	22
	Generally negative	1
	None	6
	No response	5
In classroom:	Yes	23
	No	4
	No response	5
	Unrelated response	1
	Don't know	1
Out of classroom:	Yes	19
	No	4
	Negative/worse	1
	No response	5
	Unrelated response	1
	Don't know	1

		Frequency of mention
During the past three years any attitude of feeling changes among black students?		
In general:	Generally positive	18
	Generally negative	1
	None	5
	No response	8
In classroom:	Yes	18
	No	4
	No response	9
	Unrelated response	0
	Don't know	1
Out of classroom:	Yes	13
	No	4
	No response	13
	Unrelated response	0
	Don't know	2
During the past three years any changes in academic performance of black students?	Unrelated positive	2
	Yes	18
	No	5
	No response	7
	Don't know	0
Extent would attribute <u>positive</u> changes in Breakthrough?	No extent	0
	Some extent	7
	Great extent	14
	Very great extent	10
	No response	4

		Frequency of mention
Extent would attribute negative changes to Breakthrough?	No extent	18
	Some extent	7
	Great extent	0
	Very great extent	0
	No response	8
Breakthrough helpful or hindering?	Helpful	28
	Hindering	8
	Don't know	2
	No response	2
Should Breakthrough continue or not?	Continue	30
	Not continue	1
	No response	3
Why do you feel this way?	Helps students	16
	Helps teachers	5
	Generally a good thing	11
	No response	4
	Of no value-discontinue	1

Examination of Table III indicates that:

1. The specific objectives and purposes of Breakthrough are not well understood, although its general purposes are. It will be recalled that the specific objectives for which the project was funded were (1) to increase student achievment, and (2) to increase the feeling within black students that they can "succeed." Though the school staff undoubtedly has been exposed more than once to the project's specific objectives, it is clear

that they have not given these objectives specific attention, and/or Breakthrough has been unable to maintain these objectives in high visibility. This may not be as important as the fact that the project is viewed as educationally related, rather than something else.

2. The overt behavior of black students is clearly more positive, both in and out of class as a result of the project's three year existence.

3. The attitude of black students is clearly more positive in class, but out of class there is a split between those who felt attitudes were positive and those who could not say. Obviously, many teachers and counselors do not have the opportunity to observe out-of-class behavior of students and cannot realistically make judgements.

4. Over one-half of the teachers reported an increase in academic performance, the remainder giving a variety of other responses, five of which indicating no increase in performance. On the face of it, this does not agree with the actual performance of black students as measured by grade point average. However, no conclusion should be drawn without knowledge of the opinions of staff members

not returning the questionnaire. Teachers and counselors who feel strongly that students should succeed are more likely to make them succeed, are more likely to report success - and more likely to turn in this kind of questionnaire. The students of these teachers probably do receive higher grades in their courses than grades they receive from teachers who are having trouble relating to black students.

5. Breakthrough's contribution to positive changes in black students was viewed as significant by an overwhelming majority of the respondents.

6. Of those who responded, over half said that any negative changes in students was not caused by Breakthrough.

7. Approximately 80% felt Breakthrough was helpful to students for a variety of reasons, most of which appeared to center around better communication between students and staff.

8. Approximately 80% of the staff responding to the questionnaire felt the project should continue.

9. 90% felt the reason why the project should continue is

that it is helpful to the Tam staff, helpful to the students, and generally supportive of the system.

Grade Point Averages

Table IV suggests that essentially the grade point averages of black students did not increase over the life of the project. Rather, it would appear that these averages fluctuated in a non-determinable pattern. Analysis of this phenomenon is somewhat conjectural, but there do seem to be associated facts that may be relevant to the meaning of these averages.

It is now, and has in the past, been a fact that scholastic grades as indicators of academic achievement are the best predictor of future academic achievement, i.e., the best predictor of future grades where achievement is defined as whatever it is that teachers expect of students. Grades now appear to be a kind of non-sequiteur of the educational system in that the assigned grade may or may not be that which is "earned". Increasingly, grades do not necessarily indicate the whole of academic achievement. These averages probably reflect more teacher's perception of what was "earned" rather than their perception of what was "learned." This is true of the total system, including black students and black teachers.

It is for this reason that a more meaningful measure of achievement would be the number of specific learning outcomes accomplished by the student. Learning objectives can be clear-cut indicators of learning in any content area; they are verifyable in that independent observers may arrive at essentially similar conclusions about the amount and quality of learning; they reveal exactly what is expected of both the student and the teacher.

In other words, grade point averages are relatively meaningless indicators of achievement for students who are seeking a new meaning for education. They should be replaced by indicators of actual accomplishment relatively more free of "human error."

This is not meant to be an apology or defense for the lack of increase in grade point averages. One might argue the other way around, indeed: since grades are part of real world academics, and since blacks generally try to live in that world, they should learn how it works, play the game, and try to be successful in those terms. But the issue is "What are the evidences of increased academic achievement of black students?" The answer can only be that grades are weak indicators at best.

A second point about Table IV should be made. Since the number of black students who remain in school through grade 12 has increased significantly over the past three years, and since these additional students traditionally tend to have the poorest achievement record, a relatively stable grade point average actually reflects increased achievement for the group as a whole, otherwise the averages would be moving lower.

Thirdly, it has been reported by staff members that black students are enrolling in increasingly difficult courses in increasing numbers.

These three factors taken together - the basic irrationality of grades, increased numbers of students staying in school, and the increased enrollment in difficult courses suggest that an essentially stable grade point average indicates a significant improvement in academic achievement for black students over the three year life of the project.

Report of the Independent Auditor

The essential findings of the independent auditor are that Breakthrough is a "success" on the following grounds:

1. The school staff sees Breakthrough as the only bridge between the community, the students, and the school staff.

2. The community sees the project as a bona fide effort by the schools to bridge existing gaps between people.

3. The black students, perceive the project as a place to turn when confused, in trouble, and needing support.

4. The school staff has a positive attitude about the value of Breakthrough to both the school and the black students.

5. The project allows students the opportunity to focus on what is, and is not, relevant to them as individuals.

The independent auditor made suggestions for improving the project's effectiveness during the coming academic year. His report constitutes Appendix E. It is a thoughtful statement, clearly showing how the project is successful, how it can be improved, and what it cannot be expected to do without concomitant changes in the formal system of education as it pertains to black students. It should be read by everyone concerned with making black students successful as learners and as human beings.

Discussion and Conclusions

This report should not be, for it remains apart from the students, the staff of Breakthrough, the high school staff, the administration, and the community. That is not to say it should not have been written, only that it should have been a more natural development of the Breakthrough student and full-time staff. The report may prove useful to everyone concerned, but it would be more useful to the project had the staff participated more fully in generating the ideas, for it is <u>their</u> perspective that must be translated into success.

Judgements of this project's success depends heavily on the perspective used to make the judgements. If one's perspective is that of the formally funded objectives of the project (increased achievement and an increase in the perception that students can succeed), as determined by white middle-class standards of performance and feelings of self-worth, the project has not succeeded as well as one would wish or expect. On the other hand, if one's perspective is that of the black student, black teachers, and parents, as determined by black standards of success and black self-perception, the project is significantly more successful. The Coleman Report, which influenced the project's focus

on giving black students the feeling that they can be successful, does not address itself to the psychological necessity for people to strive for something on their own terms. Part of Breakthrough's success appears to this writer to be the fact that this condition was allowed by the Board of Trustees, the administration, the high school staff, and the Director. From the black perspective, that the project was allowed to function on its own terms made accountability to the objectives meaningful. Thus, a strong support of the project in the future will enhance the possibility of producing increasing success for black students.

But Breakthrough cannot be expected, by itself, to perform miracles. Increasingly recognized by those who are committed to producing learning in students is the fact that culture, racial and ethnic groups are part of a larger social system, and that total system must be committed to creating the conditions and providing the resources for accomplishing the task. In reality, the learning problem is less of a racial, ethnic, or cultural one than it is one of kids in general who are not learning when they can. Thus Breakthrough should be considered an integral part of the total district operation.

The system of education must have a genuine committment to the creation of successful human beings on their own terms. The

foregoing findings give some indication of how this might be done. The high school staff evaluates the project as successful and generally is optomistic about the ability of the project to help students succeed. But the students feel a growing sense of disillusionment about their chances for success within the definition required by the system. Project Breakthrough's task is to find additional ways to bridge this gap. Black students are being bombarded from all sides regarding what they should do, become, and strive for. White, middle-class Marin County expects one thing, (and that's where the money comes from), while within the black community students receive conflicting wishes from their parents, BSU, Panthers, SDS, their peers, and so on. The dominant forces within the county also have cnflicting expectations of black students, ranging from keeping them quiet to "being like the rest of us," all the while failing to remember the very wide range of expectations they have for their children. The project needs personnel with skills that will enable students to decide who and what they are, and to use that understanding for becoming successful persons in a way they can relate to. Students do not know what is expected of them except as vaguely defined concepts, and to which they have little committment.

The idea of playing a purposefully winning game to accomplish pre-determined purposes is essentially alien to black student perceptions. The existenialist character of students, generally, makes it difficult for education to meet the formal requirements of its own making. Breakthrough's education problem is compounded by the fact that it must run on a "black time" schedule. The formal system should accept, and make allowance for that fact; the system should accept the fact that any group activity has a necessary social concomitant and carries with it its own reward; and it should accept the requirement that unless there are social rewards there will be little production in terms the system can understand created by other people.

The Student Questionnaire development, analysis, and interpretation process is a case in point. As long as the evaluator was asking questions, writing items, everything went smoothly. But it took a very long time to get the results back - nearly two months. In part there were good reasons for this time delay: the project staff had many responsibilities, the most important of which was to attend to individual needs and problems as they arose, and the students are at the Center but two hours a day. The students liked the idea of doing their own evaluation, but they balked at the large task of tabulating the results,

dragging it on for some time. No amount of pressure would speed them up. When they began making graphs of the results their interest increased somewhat, and when faced with the task of trying to interpret the graphs they felt overwhelmed. By this time it became clear to most of them that they had the choice of letting the evaluator evaluate them, or they could evaluate themselves. They completed the handwritten interpretation of the graphs in about a week, (but the typing required over a month, mainly because the project had but one typewriter). In short, this portion of the evaluation became their own to an appreciable extent, thus helping speed the process. The Breakthrough student staff performed a difficult task.

The student interpretation of this questionnaire should be read by everyone, for it more accurately tells the story about what Breakthrough and the high school staff must do to increase student success, more accurately certain than the author's interpretation of the pre-post changes. Accordingly, all of the foregoing findings should be reexamined and interpreted by students. Only then will they take on substantive meaning for future action that students will accept.

Critics will find justifiable cause for concern about some important technical questions about this questionnaire that

remain unanswered. And so, another dilema: the unanswered technical issues require data which has been collected under conditions of high motivation, standardized procedures of administration, and statistically defined uniformity of meaning (i.e., item reliability), none of which is probably true of this data. On the other hand, the data has a uniformity that makes sense to the students and by approximation methods it may be inferred each questionnaire has sufficient integrity to warrant the few conclusions offered here.

Overall, Breakthrough seems to be successful because the objective data indicate:

1. An increase in academic achievement if the effect of increased enrollment in the higher grades and the increased difficulty level of courses being taken by the students is taken into account.
2. The Independent Auditor's report indicates that students do have increased feelings that they can succeed as compared with his experiences in Marin City and San Francisco State College in the past two to four years.
3. A strong desire by the high school staff returning completed questionnaires that the project should continue.
4. A strong desire by the black students themselves that the project continue.

Recommendations

The evidence indicates the project should definitely continue, but with some modification, both in terms of expected student outcomes and the project's modus operandi.

1. Expected student accomplishment should be stated as objectives on program, curricular, and learner level. "Increased Academic Achievement" is too vague to provide specific guidance to the project staff, and can be subjected to rather whimsical interpretations of grade point averages which are becoming increasingly suspect in their value for guidance purposes. These objectives should be written in such manner that each one contains an "outcome", a "criterion level of performance" for that outcome, and a "conditions of evaluation" statement. These statements of expected accomplishment should be written by the students, the project staff, and high school staff representatives. Specific training in how to do this should be provided everyone concerned.

The initial focus of these objectives should be at the curriculum and learner levels of the program structure in order to

get immediate student invlovement and committment to achieving the objectives. The number of objectives, initially, should be limited to two curriculum objectives in each of four program areas, and to no more than five learner objectives in each curriculum area, or a total of fourty objectives. As the semester progresses, additional learner objectives can be written by building on the teacher's experiences with those initially developed.

2. The full time staff should be required to undergo extensive training in human relations, in how the education system is constructed and operates in reality, and in how to lead, encourage, support, and generally expect the student staff to be more productive and better assist their peers in getting turned on to a winning reference-frame. Techniques should be employed that will create an increased cohesiveness of the staff in order to increase the project's effectiveness in communicating with students, teaching staff, and the community. Again, the purpose is to help create the conditions that increase chances for student success.

3. At least one full time social worker should be added to the staff who has skill in relating to the community and

who understands the workings of the educational system. This person's task would be to develop effective parent support and reinforcement of learning by their children and generlly to bridge the gap between the community, Breakthrough, and the high school staff. Breakthrough has been limited and handicapped from the start when federal officials deleted the community worker aspect of the project during initial funding discussions. At that time the critical importance was recognized of close community-student relationships for accomplishing the objectives of the project. That need still exists, moreso to the extent that students begin to feel a sense of credibility in the district.

4. The Breakthrough staff should find additional ways to obtain more active interest by white staff members in helping black students be successful. The recommended training program in objectives would be one way of doing this, which has proven effective in other districts; the community social worker is a vital necessity in this regard.

5. The total staff, students, and members of the community should be required/encouraged to attend at least one

board meeting a month; and they should attend at least two education bill hearings of interest to them each year in Sacramento.

6. When the content warrants, several courses should be conducted in Marin City, especially those dealing with Black Studies and various others that may be of special interest to the parents as well as students. If necessary, these should be offered at night.

7. The Breakthrough staff should improve further its articulation activities with Sausalito if at all possible.

8. The project should be absorbed by the district and given unqualified support for a period of at least ten years. Without this unqualified support it is difficult to expect really large scale improvement in learning.

APPENDIX A

TAMALPAIS HIGH SCHOOL

PROJECT
BREAKTHROUGH
STUDENT QUESTIONNAIRE

(Place a check mark on the line where it best describes how you feel about each question)

1. I don't want to stay in school.	1 2 3 4 5 6	I do want to stay in school.
2. School is no fun.	1 2 3 4 5 6	School is fun.
3. Most teachers are down on me.	1 2 3 4 5 6	Most teachers like me.
4. Most counselors are down on me.	1 2 3 4 5 6	Most counselors like me.
5. Most teachers don't know I exist.	1 2 3 4 5 6	Most teachers know me.
6. Most teachers don't know what they are doing.	1 2 3 4 5 6	Most teachers do know what they are doing.
7. Most counselors don't know what they are doing.	1 2 3 4 5 6	Most counselors do know what they are doing.
8. I feel lonely in school.	1 2 3 4 5 6	I do not feel lonely in school.
9. Most school people don't care what happens to me.	1 2 3 4 5 6	Most school people do care what happens to me.
10. I can't do well even when someone tries to help me.	1 2 3 4 5 6	I can do well in school when someone someone tries to help me.
11. No one in school is helping me.	1 2 3 4 5 6	Many people in school are helping me.
12. I am afraid to speak up in class.	1 2 3 4 5 6	I am not afraid to speak up in class.
13. I'm a cop out.	1 2 3 4 5 6	I am not a cop out.

14. There are no school people who try to help me when I have a school problem.	1 2 3 4 5 6	There are many school people who try to help me when I have school problems.
15. The school system does not want me to do well in school.	1 2 3 4 5 6	The school system does want me to do well in school.
16. School people make fun of me when I go to them with a school problem.	1 2 3 4 5 6	School people do not make fun of me when I go to them with a school problem.
17. There are no school people I enjoy talking to.	1 2 3 4 5 6	There are many school people I enjoy talking to.
18. There are no school people I can level with.	1 2 3 4 5 6	There are many school people I can level with.
19. There is no purpose in going to school.	1 2 3 4 5 6	There is a purpose in going to school.
20. No matter what I do, I can't win.	1 2 3 4 5 6	No matter what I do, I can win.
21. I can't make up my mind whether I should try to learn or not.	1 2 3 4 5 6	I have decided to try to learn.
22. Learning is not important to me.	1 2 3 4 5 6	Learning is important to me.
23. I don't want to learn what they try to teach in school.	1 2 3 4 5 6	I do want to learn what they try to teach in school.
24. I do not enjoy learning what they try to teach in school.	1 2 3 4 5 6	I do enjoy learning what they try to teach in school.
25. Going to school is nowhere.	1 2 3 4 5 6	Going to school is right on.
26. No one cares what happens to me.	1 2 3 4 5 6	Many people care about what happens to me.

27. I can't do well in school without someone helping me.	1 2 3 4 5 6	I can do well in school without someone helping me.
28. My parents don't care if I do well in school.	1 2 3 4 5 6	My parents feel it is very important for me to do well in school.
29. My parents feel I'll never get a good job.	1 2 3 4 5 6	My parents feel I will get a good job.
30. I couldn't get better grades even if I wanted to.	1 2 3 4 5 6	I could get better grades if I wanted to.
31. I don't understand what they try to teach in school.	1 2 3 4 5 6	I do understand what they try to teach in school.
32. I don't understand what they want me to learn about the things they teach.	1 2 3 4 5 6	I do understand what they want me to learn about the things they teach.
33. I don't enjoy any of my classes.	1 2 3 4 5 6	I really enjoy one or more of my classes.
34. Much of the time, I feel like running away.	1 2 3 4 5 6	Very seldom do I feel like running away.
35. I don't enjoy going to school.	1 2 3 4 5 6	I do enjoy going to school.
36. I don't feel important at school.	1 2 3 4 5 6	I do feel important at school.
37. I feel important at home.	1 2 3 4 5 6	I don't feel important at home.
38. I don't want to succeed in school.	1 2 3 4 5 6	I do want to succeed in school.
39. If I could really talk to someone, I could do no better in school.	1 2 3 4 5 6	If I could really talk to someone, I could do much better in school.
40. I do need someone to talk to in school.	1 2 3 4 5 6	I don't need anyone to talk to in school.

41. I can't talk about school with my parents.	1 2 3 4 5 6	I can talk about school with my parents.
42. I feel lonely when I'm at home.	1 2 3 4 5 6	I do not feel lonely when I'm at home.
43. To be able to write what I think is very important.	1 2 3 4 5 6	To be able to write what I think is not very important.
44. Being able to read is not useful.	1 2 3 4 5 6	Being able to read is very useful.
45. Being able to write is useful.	1 2 3 4 5 6	Being able to write is not very useful.
46. Being able to do arithmetic is useful.	1 2 3 4 5 6	Being able to do arithmetic is not very useful.
47. Being able to read is not important.	1 2 3 4 5 6	Being able to read is important.
48. Beign able to write is important.	1 2 3 4 5 6	Being able to write is not very important.
49. I don't like reading.	1 2 3 4 5 6	I do like reading.
50. I do like writing.	1 2 3 4 5 6	I don't like writing.
51. I do like doing arithmetic.	1 2 3 4 5 6	I don't like doing arithmetic.
52. It is possible to do well in school.	1 2 3 4 5 6	It is impossible to do well in school.
53. I do not feel helpless in school.	1 2 3 4 5 6	I feel helpless in school.
54. My parents are interested in my school work.	1 2 3 4 5 6	My parents are not interested in my school work.
55. My friends think it is very important to do well in school.	1 2 3 4 5 6	My friends think it is not important to do well in school.
56. I understand clearly everything I read.	1 2 3 4 5 6	I wish I understood better everything I read.

STUDENT QUESTIONNAIRE

(PART II)

57. I can't make it.	1 2 3 4 5 6	I can make it.
58. If I could take the courses I want to take, I could do very well in school.	1 2 3 4 5 6	If I could take the courses I want to take, I still couldn't do well in school.
59. I can't take courses I want.	1 2 3 4 5 6	I do take courses I want.
60. I don't like to talk to any teachers	1 2 3 4 5 6	I do like to talk to teachers.
61. I don't like to talk to any counselors.	1 2 3 4 5 6	I do like to talk to counselors.
62. None of my friends get good grades.	1 2 3 4 5 6	Most of my friends get good grades.
63. I don't understand what a counselor is supposed to do for me.	1 2 3 4 5 6	I do understand what a counselor is supposed to do for me.
64. They don't teach what I want to learn.	1 2 3 4 5 6	They do teach what I want to learn.
65. Going to school is not cool.	1 2 3 4 5 6	Going to school is cool.
66. When I do well in school, my friends do not think I'm a sell-out to the honkies	1 2 3 4 5 6	When I do well in school, my friends think I'm a sell-out to the honkies.
67. Most of my courses do not turn me on.	1 2 3 4 5 6	Most of my courses do turn me on.
68. I want my parents to meet my teachers	1 2 3 4 5 6	I don't want my parents to meet my teachers.
69. Most of my teachers are welcome at my house.	1 2 3 4 5 6	Most of my teachers are not welcome at my house.

70. My parents would enjoy talking to some of my teachers.	1 2 3 4 5 6	My parents would not enjoy talking to some of my teachers.
71. I think my parents would dig some of my teachers.	1 2 3 4 5 6	I think my parents would not dig some of my teachers.
72. My parents would be much better off if they had better education.	1 2 3 4 5 6	My parents would be no better off if they had a better education.
73. My best friends do feel the same way I do about school.	1 2 3 4 5 6	My best friends do not feel the same way I do about school.
74. I'll never have a good job.	1 2 3 4 5 6	Someday I'll have a good job.
75. My best friends will never have a good job.	1 2 3 4 5 6	My best friends will have a good job.
76. Successful brothers and sisters do not have a good education.	1 2 3 4 5 6	Successful brothers and sisters do have a good education.
77. Successful brothers and sisters are black honkies.	1 2 3 4 5 6	Successful brothers and sisters are not black honkies.
78. Successful brothers and sisters are cool.	1 2 3 4 5 6	Successful brothers and sisters are not cool.
79. Successful brothers and sisters got lots of help in school.	1 2 3 4 5 6	Successful brothers and sisters did not get lots of help in school.
80. To be successful, you need the right contacts.	1 2 3 4 5 6	To be successful, you do not need the right contacts.
81. I have the right contacts to be successful.	1 2 3 4 5 6	I do not have the right contacts to be successful.
82. Some of the things that keep me down school can't help with.	1 2 3 4 5 6	Some of the things that keep me down school can help with.

83. When I try hard, I get nowhere.	1 2 3 4 5 6	When I try hard, I really do okay.
84. I used to try, but I gave up.	1 2 3 4 5 6	I'll keep on trying and I won't give up.
85. I'm not being held down.	1 2 3 4 5 6	I'm being held down.
86. I have less chance of doing well than others.	1 2 3 4 5 6	I have as good a chance of doing well as others.
87. My teachers treat me like I have good sense.	1 2 3 4 5 6	My teachers treat me like I don't have good sense.
88. My teachers think I'm smarter than I am.	1 2 3 4 5 6	My teachers think I'm dumber than I am.
89. My teachers think I understand more than I do.	1 2 3 4 5 6	My teachers think I understand less than I do.
90. My teachers do understand me.	1 2 3 4 5 6	My teachers don't understand me.
91. I do worse in school than I did 3 years ago.	1 2 3 4 5 6	I do better in school than I did 3 years ago.
92. I could get further if I didn't have to waste 4 years in high school.	1 2 3 4 5 6	I will do very well because I'll spend 4 years in high school.
93. My teachers usually expect more of me than I do of myself.	1 2 3 4 5 6	My teachers usually expect less of me than I do of myself.
94. My teachers usually seem to be disappointed in me.	1 2 3 4 5 6	My teachers usually seem to be satisfied with me.
95. My father usually seem to be satisfied with me.	1 2 3 4 5 6	My father usually seems to be disappointed in me.
96. My mother usually seems to be disappointed in me.	1 2 3 4 5 6	My mother usually seems to be satisfied with me.
97. I can study at home.	1 2 3 4 5 6	I can't study at home.

98. My counselor usually seems to be disappointed in me.	1 2 3 4 5 6	My counselor usually seems to be satisfied with me.
99. I get on worse in school than any of my brothers and sisters at home.	1 2 3 4 5 6	I get on better in school than any of my brothers and sisters at home.
100. I'm the poorest student in my family.	1 2 3 4 5 6	I'm the best student in my family.

(Please mark your agreement or disagreement with the following questions)

	AGREE	DISAGREE
1. I have some problems in school that are the same as some white kids.		
2. It's not what you are, but who you are.		
3. My parents and teachers stick together against me.		
4. My parents and teachers agree more often than they disagree.		
5. My parents will side with the teacher before they know my side.		
6. I had a good teacher once, but he/she got fired.		
7. Good teachers get fired or leave.		
8. I know someone who lives like I want to live that didn't even go to high school.		
9. I think I have a chance my father didn't have.		
10. I think I have a chance my mother didn't have.		
11. The schools have a lot to make up to me.		
12. These questions are talking to me.		

	AGREE	DISAGREE
13. Because of a long history of black injustice, black kids should get first chance.		
14. Someone I know knows someone on the school board.		
15. This is the first time anyone seems to be interested in what I think.		
16. If they think they are going to get me to drop out of school, they better think again.		

The name of the district superintendent is:_____

The name of the principal of my school is:_____

The name of my counselor is:_____

SMILE!

DLK/10-70

APPENDIX B

30 - I could get better grades if I wanted to

Freshmen seem a little unsure about getting better grades, while the sophmores became more determined after their freshman year. Juniors became discouraged again as in their freshman year. In their senior year they feel more so than ever that they can get better grades if they wanted to.

33 - I really enjoy one or more of my classes

In the freshman year students intended to "goof off", so therefore they try to make up for it and seem to have more determination in their sophmore year. When they become juniors, they seem to think they're riding pretty smooth. They don't seem to put forth as much effort. When they become seniors, it seems school has become a consistant dull scene, because they've taken almost every course that could possibly interest them and the only thing one seems to consentrate on is getting out of school.

39 - If I could really talk to someone, I could do much better in school

Freshmen weren't so sure that talking to someone would help them do better in school. Sophmores really seemed to have the need to talk to someone in order to do better. Seniors didn't feel the need to talk. By the junior year they realize no matter how much talking you do, things basically remain the same.

50 - I do like writing

The freshmen seem to feel that writing is important. From the freshmen to the sophmores, the sophmores began to feel that writing wasn't really useful. The juniors felt that writing wasn't useful at all. The seniors realize that writing is a useful part of education.

87 - My teachers treat me like I don't have good sense

Freshmen were in agreement with the statement, "My teachers treat me like I don't have good sense." The reason being, freshmen are ignorant to the ways of teachers, good or bad. Another reason, freshmen assume that the first year of high school is not important. For several reasons, the sophmores and juniors were a little unsure as to sincerity of the teachers at Tam. The seniors feel that the teachers do treat them with good sense because they try harder and the teachers begin to feel stronger toward them (the seniors).

46 - Being able to do arithmetic is useful

Freshmen and seniors thought being able to do arithmetic is useful. Sophmores and juniors didn't feel it was quite that important.

51 - I don't like doing arithmetic

None of the classes actually feel that arithmetic is useful, but the seniors deeply feel that arithmetic has no relevance to them at all.

53 - I do not feel helpless in school

Freshmen don't feel helpless in school. When they become sophmores they begin feeling very helpless in school, probably because they are black and feel all alone, and they know its time to stop jiving now; they really don't know which direction they're going in. When they become juniors, they've become more adjusted to this environment and have more confidence, so they seem to do a little better. When they are seniors something seems to pop, they seem to become more confused than ever and also more helpless.

55 - My friends think it is not important to do well in school

The freshman, sophmore and junior classes felt that their friends think that it is important to do well in school and the seniors feel that at the point of trying to get out of school, their friends work with them and share each others problems because they all want to get out of school.

28 - My parents feel it is very important for me to do well in school

All the black students believed their parents feel it is important that they do well in school.

38 - I do want to succeed in school

Black students do want to succeed in school.

92 - I will do very well because I will spend four years in high school

From the freshman to the junior year is a consistant drop and there's a fair raise in the senior year.

44 - Being able to read is very useful

The longer black students stay in school, the more they think reading is important.

22 - Learning is important to me

Learning is important to black students increases in all years, the acception with the sophmore year.

10 - I can do well in school if someone tries to help me

From the freshmen to the juniors, there was a drop; when they became seniors it went up.

89 - My teachers think I understand more than I do

It seemed that the freshmen felt that their teachers did not think they understood more than they did. The sophmores went up and the juniors went even higher, but then the seniors went down because their teachers knew they knew more.

45 - Being able to write is important

Freshmen, juniors and seniors seemed to be in agreement, but the sophmores weren't quite sure.

48 - Being able to write is important

The scale showed that 45 and 48 were answered exactly the same.

58 - If I could take the courses I wanted to take, I could do very well in school

In your freshman year you're all excited because there seems to be so much to choose from so far as classes are concerned. When you become a sophmore, you will realize that they don't have all the things you would like to choose from and in your junior and senior year the fact that there's not much to choose from becomes very evident. It seems if you can't take what you're interested in, you can't do well.

57 - I can make it

The freshman class feels they can't make it because the change from grammar school to high school seems to be too much for them. They seem to try, but the classes are boring and hard to keep your mind on. The sophmore and junior classes feel that they can succeed if they try to put an effort to it. The seniors feel greater about themselves making it because they try harder their last year and realize that they have a future ahead of them much worse than what it is in school.

41 - I can talk about school with my parents

The freshmen didn't feel confident enough to talk to their parents about school. From the sophmore to the senior year they did feel confident enough to talk to their parents.

35 - I do enjoy going to school

The freshmen and sophmores seem to enjoy school because its a new and different environment. In the junior year black students are becoming more serious about school because of the credits needed to graduate in their senior year.

49 - I do like reading

The freshmen felt that reading was important but they really don't enjoy reading. From the freshmen to the sophmores it was a greater come back in enjoying reading. I think that is when they read a lot of black author books. The juniors made a down fall almost to the freshmen point of view and then the seniors really went up. I think thats the year when people realize a lot of knowledge comes out of reading.

42 - I do not feel lonely when I'm at home

The freshmen seem to feel sort of lonely when at home. Sophmores do not seem to feel lonely at all. Juniors seem to really be lonely at home, the graph for them really went down. From the juniors to the seniors it was a great uprise.

11 - Many people in school are helping me

Freshmen felt pretty lonely at home and at school. They didn't feel that anyone at the school was really that concerned about them; after all, they are the children of the school. Sophmores and juniors become more confident and their faith in the staff and administrators grew. The seniors realize that they had been jived over and that the people in school didn't really care at all and the help offered was quite limited.

70 - My parents would enjoy talking to some of my teachers

Freshmen felt that their parents would enjoy talking to some of their teachers. Parents of freshmen would probably be really concerned, being that their child was in thier first year of high school. Sophmores and juniors didn't feel that their parents would enjoy talking with some of their teachers; probably some of their teachers. Seniors felt quite the same as juniors. As far as the seniors are concerned, teacher-parent talks would be of little benefit to them now.

97 - I can't study at home

From the freshmen to the juniors, the students felt that they can study at home. The seniors felt that they can't study at home.

95 - My father usually seems to be satisfied with me

Freshmen felt their fathers were satisfied with them. As they went along in school, their fathers seemed to become more disatisfied. (Don't hold this evaluation to hold much truth, since many of the black students'fathers are not around or at home).

88 - My teachers think I'm smarter than I am

Freshmen felt that teachers thought they were smarter than they were, sophmores didn't feel their teachers felt that way. Juniors and seniors felt more so than the freshmen class that their teachers thought them smarter than they were.

60 - I don't like to talk to any teachers

The longer black students are in school, the more they don't care to talk to teachers.

1 - I do want to stay in school

Freshmen, sophmores and seniors basically wanted to reamin in school, but juniors wanted to stay in school more so than any.

83 - When I try hard I really do okay

Freshmen agreed very strongly to this statement, juniors seemed to disagree just as strongly. Sophmores and seniors felt that when they did try harder they did okay.

84 - I'll keep on trying and I won't give up

Freshmen hopes were high, they were pretty much determined to keep going on and trying. In the sophmore year their hopes and determination dropped considerably. In their junior year they regained some of their hope but not all. The determination to succeed increased a littlt also. Seniors hopes and determination dropped a itttle again.

19 - There is a purpose in going to school

When students are freshmen they are not really concentrating on school that much, usually with them its the "whatever" attitude. When they become sophmores they have attained set patterns, you know like, "wake up, go to school, come home" and that's it, who cares! I would assume its the same thing in the junior year, although it would seem school would have more of a purpose by then. In the senior year the graph goes up because students realize that school is very meaningful to them because it will have an awful lot to do with their future.

47 - Being able to read is important

As we all know, freshmen don't usually take school as serious as they should. Unfortunately, they don't take being able to read very serious in their sophmore and senior year either.

25 - Going to school is right on

I don't know why the graph doesn't go any higher than it does in this case, I believe the reason it's higher in the freshman, sophmore and junior year is because black students have accepted the fact that one thing they definitly need is an education, and the same holds true for the seniors. I believe the reason it goes down in the senior year is because school has become rather boring so far as social acitvities are concerned, therefore the graph falls in the senior year though they still acknowledge the fact that school is very important.

40 - I do need someone to talk to in school

When they are freshmen everything is pretty smooth with them because there hasn't really been enough time for many problems to arise (generally speaking), therefore there is really no need to talk to anyone. In the sophmore year the graph goes up because problems have began to arise, therefore the student feels the need to talk to someone. In the junior year the graph rises again because you need someone to talk to, because there are many decisions to be made and you need someones help.

52 - It is impossible to do well in school

The freshmen feel that it is not so important to do well in school. I suppose more or less because they are new to the school and don't really know. The sophmores do seem to feel as if it is impossible to do well because the sophmore and senior years seem to be the hardest. To the juniors it seems as if it is possible to do well because they hope to graduate in a year and they really let their hopes get up pretty high.

54 - My parents are not interested in my school work

The freshmen seem to feel that their parents are not interested in their school work. Sophmores feel even more their parents don't seem to be interested either. The junior and senior classes feel their parents are interested because they become more involved in what their child is going to do or be when they are out of school.

66 - When I do well in school, my friends think I'm a sell-out to the honkies

The freshmen are saying that their friends are calling them a sell-out when they try to do well. The sophmores feel even more down because they become a sell-out if they do better. But the juniors and seniors do not seem to feel that way, they are not a sell-out because they do better, even if their friends did call them a sell-out. I think they would except that because they want to get out of school, but usually you will find that their friends are more willing to help them than to down them.

APPENDIX C

PROJECT BREAKTHROUGH EVALUATION

STAFF INTERVIEW

Your candid, unsigned, opinions about Project Breakthrough would be very helpful to the project staff for improving the project's effectiveness. Please answer as well as you can the following questions. Try to be as brief, succinct, and honest as possible consistent with clarity of intent. Thank you very much for your time and thoughtful contribution.

1. What, in your view, is Project Breakthrough all about - its purpose, goals, etc.?

2. During the past three years have you noticed any overt behavioral changes among black students?

   Overt behavioral changes in the classroom:

   Overt changes outside the classroom:

3. During the past three years have you noticed any attitude, or feeling changes among black students?

   Attitude changes in the classroom:

   Attitude changes outside the classroom:

4. During the past three years have you noticed any changes in academic performance of black students?

   If so, in what way?

If not, what is your opinion why?

5. To what extent would you attribute positive changes in black students to Project Breakthrough?
(Circle one of the following):

To no extent To some extent To a great extent

To a very great extent

6. To what extent would you attribute negative or no changes in Black students to Project Breakthrough?
(Circle one of the following)

To no extent To some extent To a great extent

To a very great extent

7. In what way has Project Breakthrough been helpful or a hinderance to black students?

Helpful:

Hinderance:

8. Would you like to see Breakthrough continue or not?
(Circle one of the following):

Continue Not continue

9. Why do you feel this way?

10. If you have any further comments you would like to make about Breakthrough, please use the space below. Thanks again!

APPENDIX D

Dig:

Project Breakthrough has been in existence 3 years now. Like anyone, we are anxious to see whether or not we're "doing our thing". Only you can tell us. So how about checking off any or all of the items listed below. Make comments and return the form to us.

Project Breakthrough should:

1. Extend its tutoring program
   Yes_____ No_____ No comments_____

2. Do away with its tutoring program
   Yes_____ No_____ No comments_____

3. Visit the school more often
   Yes_____ No_____ No comments_____

4. Visit the classrooms more often
   Yes_____ No_____ No comments_____

5. Have more group meetings with the students
   Yes_____ No_____ No comments_____

6. Have less group meetings with the students
   Yes_____ No_____ No comments_____

7. Have more individual meetings with the students
   Yes_____ No_____ No comments_____

8. Have less individual meetings with the students
   Yes_____ No_____ No comments_____

9. Keep the students better informed of what Project Breakthrough is doing
   Yes_____ No_____ No comments_____

10. Take groups of students to more affairs
    Yes_____ No_____ No comments_____

11. Make available extensive college material
    Yes_____ No_____ No comments_____

12. Make available extensive vocational material
    Yes_____ No_____ No comments_____

13. Help bring in more Black Speakers
    Yes_____ No_____ No comments_____

14. Go out of existence
    Yes_____ No_____ No comments_____

Comments from you:

PROJECT BREAKTHROUGH - AN EVALUATION

Submitted under contract to Donald H. Kase

by

Reginald W. Major

June 1971

PROJECT BREAKTHROUGH - AN EVALUATION

Individual families in an impoverished community are not particularly equipped to steer their children through an educational experience. The reasons go beyond the usual descriptions of the disadvantaged that center on items such as the lack of books in the home, the need for quiet places to study, imperfect or indifferent modes of verbal expression, or the lack of that difficult to define item called motivation.

Chronic poverty simply undercuts the ability of a population to have faith in the long term promise that education can and will improve their lot.

Any evaluation of Project Breakthrough must take into consideration the social and financial status of the target population. In 1968, when the project was started, there were 287 families in Marin City, 250 of whom were black. Almost half, or 141 of these families, were headed by a single parent. Over 75% of families had annual incomes between one and four thousand dollars. 102 Marin City households were receiving public assistance and 72 families had an average of one family member who was either retarded of disabled.

This focus of poverty created a group of students who were decidedly different in color and class origin from most other Marin County students. There is reason to believe that an increase of average income in Marin City by $2,000 annually might do more to assure academic success to Marin City youth than any other approach, including Project Breakthrough.

The Project, during its two plus years of existence, has made significant steps forward. It must be stressed, however, that an evaluation of the Project is incomplete and misleading unless proper weight is given to understanding the community that is Marin City, its special problems, and the potential which it has for solving these problems. Marin City has too little economic and political power to create or control institutions which can be responsive to their social needs, including those described as educational. Project Breakthrough, therefore, works under the handicap of being located in a permanently depressed sector of Marin County.

This evaluation of Project Breakthrough was designed to answer several questions:

1. How successful has the Project been?
2. Are there alternate methods of accomplishing the same ends?
3. Can the Tamalpais Union High School District reasonably take over the functions of Project Breakthrough?

4. How can the Project be made more effective?

The interview was the primary evaluative tool. Open ended, unstructured interviews were had with Project staff, students, school personnel, parents and community members. There was no standard set of questions, but generally the evaluator attempted to discover:

1. The individual's attitude toward Project Breakthrough's operation.
2. An assessment of Breakthrough's effectiveness.
3. Recommendations for the continuation, modification or elimination of the Project.

In sum, the attempt was to collect a representative cross section of opinion about the Project, its effectiveness and its impact on the community, the high schools, and the target population.

Particular attention was paid the Project staff, specifically in determining how they defined their participation in the Project and how they saw the Project's success. Visitations included individual and group interviews, as well as passive observation of Project activities.

Most of the school personnel interviewed were from Tamalpais High School where the majority of Project Breakthrough students are enrolled (160 at Tamalpais, 40 at Redwood and 12 at Drake).

There were several random interviews with white students at Tamalpais and Redwood High Schools in an attempt to determine the extent to which white students were aware of Project Breakthrough, and to discover some of their attitudes about relations between themselves and black students.

Interviews were also held with staff members of STEP (Sausalito Training and Educational Project), which for a brief time shared Project Breakthrough quarters.

Very early in the evaluative process question two, regarding the possibility of developing alternative methods, was discarded. It seems unlikely that a program such as Project Breakthrough would have any impact unless it were located in Marin City and able to seek the active cooperation of parents and residents of that community. A project by any other name with the objectives of Project Breakthrough would represent only a change in name, as analogous methods of approach to Project Breakthrough's would invariably be developed.

Project Breakthrough is located in Marin City at 740 Drake Avenue. There are two professional staff members: Lanny Berry, the director, who is a Special Assistant to the Superintendent of the Tamalpais Union High School District; and James Brown, the Assistant Director. Messrs. Berry and Brown have backgrounds

which include social work training and experience. In addition, there are four community workers, five student aides and a secretary. All of the staff, with the exception of the two directors were recruited from Marin City.

One of the four community workers, a long time resident of Marin City, has since moved away from the community. This move represents one of the problems faced by Project Breakthrough in developing its program. Housing authority regulations limit the amount of income that a family might enjoy and still be eligible for public housing. The increase in salary represented by employment with Project Breakthrough mandated a move away from Marin City. Thus, Project Breakthrough must constantly operate within a context where regulation guarantees that any individual or family that manages to find some form of economic upgrading will be required to leave the community.

"The primary objective of Project Breakthrough", according to an early press release, "is the improvement of scholastic achievement by black students in the Marin City area...This will be attempted," they explained, "through the use of unique innovative, educational and extra-curricular activities which are generally ignored by the existing educational agencies."

Among the goals established was that the black student, "must become convinced of his ability to control his own destiny,"

and that the black community, "must provide environmental support for the student... by developing..an attitude which understands, values and participates in scholastic achievement."

The activities engaged in by the Project included: field trips to colleges, industrial plants and other places of interest; theater parties, inviting prestigious or uniquely informed black individuals to assemblies in Marin City; the publishing of a Project newsletter and a magazine about Marin City; the active sponsorship of a chapter of the Black Students Union; the organizing of a parents group, intervention in racially tense situations in the schools, articulation of project goals to school personnel, individual counselling and tutoring.

Project Breakthrough was partially successful in directing the black student toward the recognition of his, "ability to control his own destiny." They have completely failed in convinving the Marin City community to develop,"..an attitude which understands, values and participates in scholastic achievement."

Marin City, as one of the community workers described it, "is like a big family. Nobody is a stranger. We are working with friends and relatives that we have known all our lives."

This resulted in the staff being unable or reluctant to breach the intimacy of their informal relationships in order to establish the more formal basis on which a project such as Breakthrough depends for success.

Staff members were reluctant to question families about such items as income, family organization or educational attainments for reasons of propriety associated with their friendships. This reluctance in turn inhibited their ability to develop a professional attitude toward their work and the gathering of accurate data which might guide them in performing particular tasks.

A more serious observation is that staff members effectively shared the negative values of the target population regarding the efficacy of the educational process. They were no more eager to invlove themselves in a regularized process of reporting, evaluating, and codifying their jobs, than many of the Marin City students were to attend class regularly, do homework, or otherwise extend themselves toward the goal of receiving an education.

The most serious failure of the Project Breakthrough staff is in the area of soliciting appropriate community support in the solving of educational problems. Both the BSU and the parents organization are essentially inoperative. There is comparatively

little awareness on the part of the Marin City community of the methods and techniques available to them for successfully presenting the district with an awareness of the community's educational needs.

Tamalpais High School, for instance, has developed an "on location" program designed to fit the educational needs of otherwise apt students who have difficulty in conforming to the regimen of the school. The creation of this program represents, in part, the awareness of school officials to the special educational needs of a particular group of white, middle class students who have questioned the relevancy of education received in an institutionalized framework.

There are reasons to believe that Marin City youth can benefit from an "on location" approach to several of their educational problems. Home Economics, for instance, exposes Marin City youth to equipment, homemaking techniques and an economic frame of reference that is of value only to white middle class students, or those blacks who aspire to a career in the domestic arts. A Home Economics class located in Marin City that starts out by accepting the economic position of the residents, and concentrates heavily on teaching proper use of the equipment available to these students, while stressing wise consumer attitudes

appropriate to people of limited means, is a pressing need recognized by Marin City parents. But, they neither articulate this need, not even begin to perceive it in programmatic terms. Most important, they do not have any idea that such a program has some realistic value to the district in its search for meaningful programs.

Project Breakthrough, as currently organized, will probably not be able to evince such definitions of educational need from the Marin City community. The basic structure exists, but what is needed is another professional, preferably recruited from somewhere other than Marin City, who would specifically direct attention to the development of an orientation and organization geared to defining the community's educational needs and securing them through existing district machinery.

It should be noted that the staff has not been totally ineffective in mobilizing the community to take an interest in educational affairs. Individual parents are interested in the workings of Project Breakthrough and make attempts to use their services. But in the main, these parents resort to the Project in response to something they perceive as an emergency. During the first year of Project Breakthrough's operation there was little direct utilization of the Project's resources by Marin

City parents. The increasing willingness to seek out the Project, while it also presents a challenge for the Project to capitalize on their growing acceptance by Marin City residents.

The Project, because it has recruited the bulk of its staff from among Marin City residents, has a unique opportunity to develop approaches to the solving of Marin City educational problems by concentrating on the individual development of staff members. It has been noted that the student aides are typical of the students Project Breakthrough serves. But, these staff members have been subjected to an educational process of particular relevancy because of their jobs. They have learned how to conduct a survey and evaluate it, the specifics of school organization, the rudiments of group dynamics and the need for long term planning as an implication of their part time employment.

These lessons will be more meaningful if the staff is given the opportunity to utilize their skills as they learn them. The assistant director of the Project is a gentleman of unusual perception and ability. But, he had inadvertently blocked the development of his staff by directing much of his attention to the day to day problems faced by students in the school.

Ideally, Mr. Brown should take a less active roll in the activities at the target schools and spend more time developing

programs in Marin City, along with directly supervising the staff. As it stands, the success of the Project is often directly attributable to Mr. Brown's ability to handle particular problems at Tamalpais, or the other two target high schools. His talents would be better utilized at Project headquarters in supervising the staff, developing alternate curriculum approaches and helping to extend Project Breakthrough services to the 7th and 8th graders of Marin City.

Another staff function which should be developed involves an assessment of educational opportunities available to Marin City residents. Project Breakthrough should amass information on a variety of training opportunities in areas broader than that usually encompassed by the average educationally oriented institution. It is a fact that much of the training available to individuals (up to 70%) is offered by non-accredited institutions. Most business colleges, apprentice training programs and occupational learning efforts, i.e. bartending school, are not related to or considered by the public school system as educational institutions. It is meaningless, and destructive of motivation, to divide youth into groups that treat of their readiness for formal education beyond the high school diploma.

The essential task of Project Breakthrough is to demonstrate that there is validity to the learning process. It then becomes

imperative for them to develop information about the myriad ways in which a student can learn something of interest or economic utility. No operation which seeks to develop educational relevance among blacks can afford to limit its sensitivity to training opportunities to those that are traditionally hailed as "educational." Project Breakthrough must, at the same time that it is relating to a public high school situation, develop counselling techniques and information that will make the entire universe of vocation available to the youth which it serves.

This leads to the district, and the sensitivity of its personnel to the problems of blacks. The most popularly voiced opinion about the problems of color or ethnicity among school personnel (including black teachers) begins with a color blind approach. Students then are rated according to an assumed objective assessment of their behavior, without reference to their racial or ethnic background.

Tamalpais School District personnel are not so insensitive as to avoid recognition of the fact that there are color oriented problems, or racial conflict. But, there is a tendency to blame this phenomenon on factors outside of the school. Accepted school practice denies that there are racist teachers, rejects the idea that there is a collective cultural bias that

determines group performance in school, and is opaque to the notion that the school is somewhat less than receptive to the educational needs of black people.

Essentially, the members of the faculty tend to be fairly rigid in their expectations of students, and intolerant of the non-standard behavior of many black youth. Their standards for performance, and their assumptions about the mental processes of their students, are often ill designed to meet the needs of black youth.

There was no particular correlation between contact with Project Breakthrough and an understanding of what the Project was attempting to do. In the main, school personnel looked upon Project Breakthrough as a pacification program designed to keep the lid on racial strife.

There was unanimous agreement among the teachers, administrators and counselors interviewed that Breakthrough was of value to the district. At the same time, few of the school personnel involved could describe the Project's operation with specificity. All could articulate the notion that Project Breakthrough served as a bridge between black students and the faculty. Most recognize the Project staff had a deep and specific interest in the performance of black students. Some of the

school personnel had responded to a questionnaire designed to measure the impact of the Project on their sensitivities, but few of them had any idea of the scope of the Project or the extent of its success or failure.

There were some potential points of conflict between the Project and school personnel worth mentioning. Some, notably counselors, openly resented the styles and approaches of some of the Project staff when responding to specific problems. One person in particular, when praising the Project staff for resolving a potentially explosive problem between a student and a teacher, expressed negative feelings about the lack of professionalism exhibited by the Project Breakthrough staffer.

There is a tendency on the part of the school personnel to consider hierarchial relationships between teacher and student as a absoutely sacrosant, and to therefore define the more informal relationship between the Project staff and the students with which they are concerned as evidence of a lack of professional capability.

White school employees tended to admire two kinds of black personnel. First was the black teacher, who except for color, was indistinguishable from themselves. The ideal for black professionals, in this view, was that the black who was capable of

gently merging with the sensitivities and perceptions of the white staff was both a credit to his race and an asset to the school district.

The second most acceptable type was the black person who demonstrated through activity (late hours, frenetic attention to the needs of black students, obvious dedication above and beyond the formal requirements of his position) a dedication to his charges. Uniformly, there was little appreciation of the black teacher or Project staffer who could resolve conflict by the uncomfortable technique of confromtation or aggressive conduct. However approving of Project Breakthrough, there was a tendency of school personnel to equate professionalism with the ability of Project staff to maintain even, unemotional, superficially rational discourse with teachers, counselors, or administrators.

This ambivalent response to the activities of Project staff suggests that it is of prime importance that Project Breakthrough, if funded by the district, be administratively responsible only to the district superintendent. It seems obvious that Project Breakthrough, in order to maintain its legitimacy with black students, and also to fulfill its identification with the educational aspiration of those students, must occassionally depart

from what is perceived to be professional conduct by white employees. If the Project is placed in a position where it must be immediately responsive to the injured feelings of individual district employees, it must as a result be reduced in its ability to inspire black youth to conform to that regimen which will result in achieving academic acceptance.

The current zoning policies seem to militate against the possibility of seeking to more evenly disburse black students among the three high schools in the district. Nevertheless, it should be pointed out that some of the personnel at Tamalpais are resistant to the idea of their high school becoming known as the high school which blacks attend. One rationale expressed was that all schools in the district should receive equal benefit of Project Breakthrough's ameliorative program. It followed that district funds should be equally applied to district schools by distributing the students who would potentially be recipients of Project Breakthrough money.

The educational problems which confront black youth in the district are, to a large extent, a function of their position as residents of Marin City. It follows, that successful amelioration of those problems will be achieved on a group basis. At the present time, black students constitute a little less than

ten percent of the student population at Tamalpais High School. This is not a particularly large number of students, nor does it represent something that can be called segregated education.

The need of some white school administrators for increased racial integration may betray a desire to be rid of the special problems presented by black students. The interviews at Tamalpais High revealed that over the past few years, specific problems that were once identifiable as common to black students are now common to the school population as a whole. If it is possible to develop an approach to student problems that recognizes that black students, in their social position, are often precursors to problems that will affect the student body as a whole, it is likely that school personnel who are hostile, or at least indifferent, to dealing with the problems of black students might become more amenable to solving black problems.

At the time of the interviews, Tamalpais High personnel were exceedingly concerned over the increasing tendency toward vandalism on the part of white students, a tendency that was accompanied by excessive hostile activity. One year before, problems of hostility were considered to be primarily concerned with the actions of black youth.

More to the point, is the observation that black youth is

being motivated to seek educational achievement through appeals to the improvement of the lot of black people as a whole. While there are, and will continue to be, black individuals who succeed because of some inner directed value, the general problems of educational achievement seem tied to the belief that the race as a whole needs to be upgraded. Although a "people to people" argument has a certain amount of validity, the fact is that appeals to the common condition of black people seem to be more effective in motivating individual performance than approaches based in the universality of humanity.

This is the lesson of Project Breakthrough, one which has potential applicability beyond a small black community located in southern Marin County. The Project has had some difficulty in establishing its validity with the black residents of Marin City. At the same time, Project Breakthrough has managed to establish itself with school personnel as a worthwhile effort which has eased tensions within the schools while visibly altering the behavior pattern of black students.

There is less absenteeism, a reduction in black-white tensions, a general increase in the ability to articulate disagreement rather than act it out, all within what seems to be an increased appreciation of the ends and purposes of the educational process.

At the very least, white school personnel, who were once incapable of feeling comfortable in the presence of Marin City youth, are now beginning to understand some of the problems of these black young people. More hopefully, students served by Breakthrough are beginning to understand exactly how the educational system works, and what kind of effort they have to put out in order to make it work for them.

The Project has proved, and will continue to prove itself to be educationally and socially sound. Its greatest value is in providing a framework in which individual students, and the general population of Marin City, can come to recognize and utilize their power to shape their own educational destiny. The Project has not had the kind of success that can be plotted or statistically verified. It has, however, created an ambience, a feeling of confidence, an awareness of competancy that undoubtedly precedes those more formally stated indices of progress.

Project Breakthrough can better achieve its potential if a number of steps are taken to strengthen its program, as well as its relationship to the school district and the Marin City community. The following recommendations do not represent a criticism of Project Breakthrough as much as they reflect the conviction that the Project needs to expand and change in ways

that will demonstrate the fact that it has performed its tasks well:

1. A minimum of one additional professional person should be added to the staff. The main concern of this person should be in organizing a community approach to solving the problems of Marin City education. The Project should begin to stress and work toward increased parent and community participation on the volunteer level.

2. Project Breakthrough services should be extended to the 7th and 8th grade students.

3. The job of the Assistant Director should be redefined so that he spends more time in developing program and directly supervising the staff and less time working directly with the school.

4. The Project library should be greatly expanded, particularly in the area of educational alternatives. Information should be gathered about training possibilities that exist in institutions other than colleges.

5. There should be specific attempts to have one or more courses organized by Breakthrough and taught in Marin City.

6. In-Service training of the staff should be formalized and regularized.

7. The Project should more effectively disseminate information about itself, its concerns, and the alternatives and programs it offers.

8. Assuming that Project Breakthrough will be funded by the Tamalpais Union High School District, the Project should maintain its independent character and be so situated in the district organizational chart as to make its director responsible to the superintendant.